

**METHODS AND MATERIALS
FOR SECONDARY SCHOOL
PHYSICAL EDUCATION**

BUCHER, KOENIG, AND BARNHARD





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METHODS AND MATERIALS FOR SECONDARY SCHOOL PHYSICAL EDUCATION



METHODS AND MATERIALS FOR

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ILLUSTRATED

SECONDARY SCHOOL PHYSICAL EDUCATION



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Left: Composite photograph, Greensboro, N. C., City Schools

Right: Photographs, San Diego County Schools

To

The future and present teachers of physical education in secondary schools who are dedicated to the task of developing fitness in our boys and girls

Preface

We are passing through critical times, and our survival in the Space Age is tied in closely with the education of American youth. Physical education as an integral part of the educational program must contribute its share to preparing young boys and girls for the trying problems they will be facing in the years ahead. The extent to which our profession meets the challenge of the times will depend in great measure on how physical education is taught in the secondary schools of this great nation. This textbook will help point the way and show how directed physical education activities can be used most effectively in contributing to the total fitness of youth.

Student characteristics, interests, and needs are considered first, and then the teacher, the community and the school, the goals of physical education, programs, teaching techniques, problems faced by the beginning teacher, and the grading and evaluation process are discussed. The emphasis throughout the text is on how teachers of physical education may most effectively conduct dynamic programs in junior and senior high schools so that such activities become an integral part of the educational program. This book will find its greatest usefulness as a text in institutions where courses are offered in Methods and Materials for Teaching Physical Education at the Secondary School Level. At the same time it will prove to be a helpful guide for physical education teachers already in the field.

In addition to the wealth of text material, an extensive collection of forms, diagrams, records, references, and other helpful materials is included in the Appendix. Such materials as field and court diagrams, tournament drawings, health and adapted physical education forms, activity, skill, and squad forms, accident forms, test and achievement forms, attendance and excuse forms, equipment forms, miscellaneous forms, check list, and a bibliography of outstanding references for teaching at the secondary educational level are presented.

We wish to thank the many writers, professional organizations, and publishing firms for permission to use quotations, illustrations, and other material. We also wish to thank the many educators, state directors of physical education, officers of the American Association for Health, Physical Education, and Recreation, presidents of professional organizations, secondary school physical education teachers, and others who supplied material for this book.

Charles A. Bucher

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Part One

The student and the teacher



(New York City Schools.)

The student

Students in today's secondary school have many interesting characteristics. Typically they are excited yet apathetic, enthusiastic yet lackadaisical. They seem to be without a worry in the world, speaking of school work and teachers begrudgingly and mentioning college only nonchalantly. The girls chatter endlessly about boys, clothes, parties, and movie stars. Boys are generally all keyed up about old cars, new cars, sporting events, and money. Once in a while the topic of homework may cross their minds, but only briefly.

Adolescent attitudes such as these are commonplace, yet they are not always genuine. This display of lightheartedness is often only a veneer put on in order to get into the crowd or be one of the gang. Underneath are hidden deeper, more meaningful values and worries. Conflicts in behavior and thought are typical of the adolescent, as are conflicts in desires and fears concerning adulthood.

Teachers must try to understand the adolescent period of "storm and stress," as it is aptly called, a time when students strive to attain their image of adulthood. If teachers are to assist and not hinder the attainment of youth's goals, they must constantly keep in mind the seriousness and complexity of adolescent development.

For students in junior and senior high school this is a time of growing in all phases of their being. The changes which take place are not always perceptible, but nevertheless they cannot be discounted. The constant process of growing, this metamorphosis into adulthood, requires much patience and understanding on the part of teachers, of parents, and—most of all—of the adolescents themselves. They must come to realize what is happening to the young people physically, emotionally, socially, and intellectually. It is the job of each to try to comprehend this growth and developmental process.

It is the responsibility of secondary school teachers to assist adolescents in learning about this developmental process. Wise and understanding teachers should guide students in the establishment of proper goals for adulthood and should plan their programs to solve adolescent problems rather than intensify them.

It is a large task, both for students and for teachers, to understand this complex adolescent change. The implications for teaching are many because of the relationship between the student's development and his reception of education. It will be the purpose of this chapter to describe the physical, emotional, social, and intellectual changes that take place in the adolescent and also to indicate the specific implications for teaching physical education which these changes produce.



Fig. 1. The student in junior high school passes through different* stages of development. (Hartsdale Public Schools, Hartsdale, N. Y.)

PHYSICAL DEVELOPMENT*

The student in junior and senior high school passes through different stages of development in all phases of his character—physically, emotionally, socially, intellectually. It should be understood that each individual develops according to his own growth pattern, but in general the stages may be identified at certain age levels.

The classification of adolescent development offered in Table 1 is a guidepost to the use of these terms throughout the chapter. The age limits and the differences between boys and girls at each stage are given but should not be considered an exact prescription.

Because of the complexity of adolescent physical development and the differentiation between boys and girls, it is necessary to consider each phase of their growth separately. Height and weight, skeletal changes, and primary and secondary sex changes will each be discussed, with the differences in boys and girls explained at each level of development. The implications for physical education will also be included.

Height and weight

Probably the most obvious physical changes during adolescence are in height and weight. These can be accounted for by a sudden growth spurt which occurs in the preadolescent and early adolescent period.

Girls 11 to 13 years old shoot up to be taller than boys of the same ages but

*See also Chapter 5.

Table 1. Stages of development*

| | Girls | Boys |
|-----------------------------|-------|-------|
| Preadolescence or childhood | 11-13 | 13-15 |
| Early adolescence | 13-15 | 15-17 |
| Mid adolescence | 15-18 | 17-19 |
| Late adolescence | 18-21 | 19-21 |

*From Cole, Luella: *Psychology of Adolescence*, New York, 1954, Rinehart & Co., Inc., p. 4.

then show slower increases in height until late adolescence. A rapid increase in weight also takes place at this time or following the growth in height. Girls are frequently heavier than boys at ages 12 to 14 years, but with the onset of menstruation a leveling-off period occurs.

The sudden growth spurt in boys does not come until two years after that of the girls, and it continues to a greater extent until around 20 years of age. Boys show an even greater increase in weight and also continue this gain for a longer period than do girls.

These changes have implications for the physical education program. First, the coeducational program at the junior high level, where differences in sizes are most obvious, must be carefully organized to minimize any undue embarrassment felt by both boys and girls. Dancing activities may be difficult to conduct because the boys are shorter than the girls, whereas relays, games of low organization, badminton, volleyball, and similar activities may have great success. However, it should be noted that in communities where social dancing is established and promoted for this age level it will probably be a success.

Second, in regard to those regular class activities in which height is an important factor, such as volleyball or basketball, it may be advisable to distribute the tallest boys or girls among the squads for the best playing results.

One of the most important factors that the physical education teacher should consider is the personal self-consciousness and embarrassment suffered by teen-agers in regard to their physical development. This is particularly true in physical education classes where emphasis is placed on physical skills and body coordinations. Students who are concerned with overweight or underweight conditions frequently seek excuses from class participation, showers, or exercise because of their discomfort, fatigue, and ineptitude. The teacher of physical education has a real opportunity for guidance in such cases by offering suggestions on healthful nutrition and proper exercise. A sincere interest and understanding of these individual problems can direct the students' self-interests toward a solution of their problems and motivate them to put forth increased effort.

Skeletal changes

Part of the adolescent increases in height and weight may be attributed to inner changes in the skeletal structures (the bones), which cause differences in body proportions at this time.

The bones of the growing youth change in length and breadth as well as in density (mass). Many studies of x-ray films show that a definite relationship may be found between skeletal age and age of puberty. In other words, a child's bony



Fig. 2. Adolescents need considerable exercise.

growth continues at approximately the same rate and time as other facets of his development and is complete when the sexual function is mature.

These skeletal changes cause differences in body proportions common in adolescence. The long bones of the arms and legs are extended, with accompanying growth of the superimposed muscles. Facial contours change, as the nose lengthens, the hairline changes, and the second molars appear.

Several implications for physical education are involved here. With these constant changes occurring in their skeletal framework, adolescents need considerable exercise for their large muscles in order to maintain competent physical skills. The teacher must use caution, however, during strenuous activities and guard against fatigue and strain in this age group. Adolescents also need a broad understanding of these changes that are taking place in order to offset disappointment and discontent when skills suddenly seem less effective.

In relation to the competitive aspects of the intramural and interscholastic programs, especially among early adolescents, skeletal growth, muscle strain, and fatigue should be considered. Physical educators must, of course, follow state regulations in regard to competition, but in this connection it might be helpful to note what Kuhlen² says:

Excessive exertion, as is apt to occur in highly competitive sports, is probably bad hygiene at any age. It is desirable to play safe, to keep athletic competition at pubescence at a safe level, and organize teams so no undue strain is placed on one individual and so that the beneficial effects of physical education will accrue to a larger number.*

*From Kuhlen, Raymond G.: *The Psychology of Adolescent Development*, New York, 1952, Harper & Brothers, p. 37.

Primary and secondary sex changes

Besides the sudden spurt in height and weight, the next most obvious adolescent change is in their sex characteristics. There are two levels of changes to be considered here: the primary sex changes, which involve the reproductive organs, and the secondary sex characteristics, which refer to those traits generally attributed to masculine and feminine appearances. Growth of facial hair on boys and breast development in girls are examples of these secondary sex characteristics.

The primary sex change in girls is the development of the organs of reproduction (ovaries and fallopian tubes) which signal their maturation with the onset of the menstrual cycle. This signpost of adult function is of major importance to growing girls and usually occurs between the ages of 12 and 14 years, although it may be earlier or later in a minority of cases.

The implications of this cycle in teaching physical education are many. In the first place it is essential that a healthy attitude toward menstruation be fostered by requiring all students to dress for classes and to participate in some, if not all, of the activities. Girls should not be allowed to pamper themselves on these occasions but should learn to lead a regular, normal life. There are, of course, exceptional cases—girls who are under a doctor's care and who may need rest at this time.

Instruction in proper hygiene and cleanliness, as well as in helpful exercise to relieve tensions, is another area wherein the physical education teacher can do great service to adolescent girls. Special provisions for showering may have to be made, however, to spare them real embarrassment. In schools where individual stall showers and dressing areas are provided there is no problem, but in other instances girls having their menstrual period may need to shower earlier, or they may be excused from showering for that class meeting.

The reproductive organs of boys (penis and testes) do not mature until approximately two years later than girls', or around the ages of 14 to 16 years. Because growth of the male organs is external in nature it is often a cause for much self-concern in cases of overdevelopment or underdevelopment. Teachers should show care and understanding of these individuals and foster on the part of all students an attitude of acceptance of individual variations. Locker room antics and teasing about this personal characteristic can develop an unhealthy dislike for physical education and should not be permitted.

The main secondary sex characteristic in girls which develops in adolescence is the mammary gland. Other minor changes include pubic and axillary hair, in addition to a settling of the voice and broadening of the hips. These changes begin the slow process of development at around 10 years of age and continue long after the menarche.

In boys the changes which are called secondary sex characteristics are similar to those of the girls: pubic and axillary hair, plus facial hair, as well as a deepening of the voice, broadening of the shoulders, and development of a waistline. These changes generally appear around the age of 12 years and continue into late adolescence.

The teacher of physical education should recognize the great importance these changes have in the minds of the students and the deep concern they feel about their growth and development. The teacher should help the students to understand

the process of growth itself, and he should guide their thinking toward an appreciation of individual differences. This is the main implication for the teaching of physical education.

The teacher should also assist the students in overcoming some of the problems which usually accompany these sex changes. Acne, due to increased glandular activity, and body odors may both, for example, be discussed by the physical education teacher and hints be given for improving these conditions. Group instruction on personal cleanliness and hygiene and individual, personal consultations in extreme cases are services that the teacher can perform for adolescents.

Other systemic changes

Other physiological systems undergo further development along with the previously mentioned areas of growth. The circulatory system, which includes the heart and blood vessels, continues to grow steadily during adolescence. This may be identified by a normal increase in blood pressures. However, the pulse rate seems to decrease in adolescence, although girls maintain a higher rate of speed than boys.

Respiratory system changes are also evident in adolescence, as seen by measurements of vital capacity. Large increases are registered in both boys and girls from ages 10 to 14 years, with a subsequent slowing down in girls' capacities, while boys' continue to increase.

The digestive organs continue to grow during this time, needing more and more daily nourishment and thereby making greater demands on the adolescent body.

The nervous system is more fully developed before adolescence than the other systems are, but there is thought to be an increase in the complexity of brain connections, with a subsequent increase in the types of thought processes. These developments continue until late adolescence.

These systemic changes should be considered as part of the total adolescent developmental picture, each having some bearing on the teaching program. In regard to the respiratory and circulatory changes, adolescent students should be watched carefully for signs of fatigue and exhaustion. Their appetites are usually large because of the changes in digestion, but improper food habits are generally prevalent, and students need guidance in this respect. The further development of the nervous system, with increases in the types of thought processes, has implications for the knowledges and appreciations which students at these ages can now achieve. The teaching program may therefore be geared to more advanced aspects of strategy, rules, and philosophical ideas.

Basic motor skills*

Consideration of the basic motor skills and their development during adolescence is a very important concern of the physical education teacher. The following observations¹ seem to hold true.

1. Balance. Young boys perform better in this area than girls and continue

*See also Chapter 5.

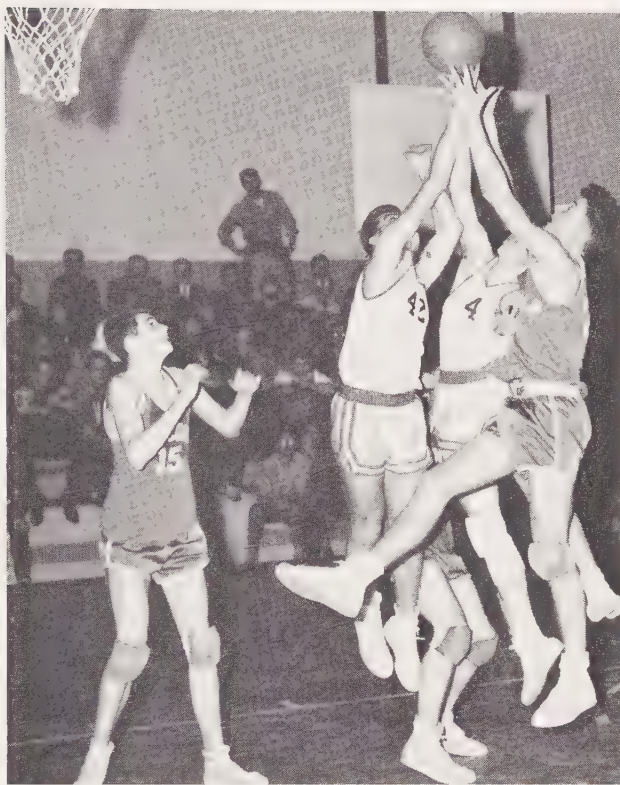


Fig. 3. Motor skills—an important consideration for the physical education teacher. (Lincoln High School, Yonkers, N. Y.)

their improvement of this skill in adolescence, while girls show little actual improvement.

2. Accuracy. Girls are usually better than boys in this skill throughout adolescent development.

3. Agility. Girls are more agile than boys until around 13 years of age, at which time boys surpass the girls in this respect.

4. Control. Girls perform with more control than boys in early adolescence. Then the boys become superior after the age of 14.

5. Strength. Boys are always superior to girls in strength, but a greater degree of differentiation is seen with their maturity.

These basic motor skills are an essential part of the program in physical education. Therefore, changes in adolescent performances of these skills have definite implications for teaching. For girls emphasis should be placed on continuing improvement in balance, agility, control, and strength. Boys need to work, particularly in the early years, on accuracy, agility, and control, while in later years stress should be placed on their ability to achieve accuracy.

The differences in basic motor skill performances should be kept in mind when planning different aspects of the program. With coeducational groups, for instance, activities requiring strength would not be chosen, because of boys' supe-

riority. When estimating expected athletic performances of students these same skill differences and changes should be considered. The teacher should realize that a change in students' interests and satisfactions takes place as their motor skills change and develop. In motivating students, therefore, different techniques will be necessary at each age level.

Health aspects*

The health and vitality of the adolescent are recognizably good. However, every teacher should be aware of certain aspects of adolescent health which may cause difficulties. For example, there are physical defects that frequently develop during adolescence. The most common of these are defects in vision, hearing, and posture. Focal infections at adolescence are usually in the teeth, tonsils, and glands. Other factors, such as poor nutrition and fatigue, are also prominent with this age group.

The physical education teacher has a very important role to play in respect to adolescent health. Being more aware of their health problems, and seeing the students engaged in physical activities, this teacher is in a good position to notice changes in performances and to help determine the causes. The teacher should therefore always be alert to such symptoms as headache, fatigue, and weakness and should refer cases to the school nurse or doctor according to regular school procedures.

The physical education teacher should take advantage of every opportunity to offer guidance in health matters. The need for proper diet, rest, and exercise is easily related to athletic performance, and discussions of these factors can be very valuable. Also, guidance in proper body mechanics and posture is a responsibility of the physical education teacher which is most important to adolescent health. Every program of physical education should contain a unit or series of classes devoted to postural studies for the identification of defects and improvement of postural conditions.

The physical development of the adolescent is a very complex process. Its close association with the physical education program makes it essential that teachers understand thoroughly the various aspects of growth and development in order that they may meet the needs of the adolescent and help him to understand better the process which is taking place.

EMOTIONAL DEVELOPMENT†

The emotional development of the adolescent is just as complex as his physical development, but it is not as easily defined or measured because there is no exact pattern of development to follow. To discuss this phase of adolescence it will be necessary to picture briefly the basic human emotions and also the adolescent adjustments and responses which are distinguishable from those of childhood and adulthood.

Basic human emotions. It must first be realized that the adolescent, like human

*See also discussion on health goals.

†See also Chapter 5.

beings of any age, experiences the three basic emotions: fear, anger, and joy, and their variations. It is in the stimulus exciting these emotions and in the response to the situation that the growing adolescent differs from other age groups.

Adolescent responses. Adolescent responses tend to be extreme in nature. Members of this age group are either highly excited or greatly depressed, and rapid changes of mood are typical. For this reason adolescence is sometimes described as a period of heightened emotionality.

Adolescents develop emotionally at the same time that physical, social, and intellectual maturation is taking place. Signs of this extreme emotional responsiveness may be seen as early as the pre-adolescent stage, and the developmental process continues slowly, with completion in late adolescence. Boys mature approximately two years later than girls in this respect as well as in other phases of their development.

The heightened emotional responses of adolescents can best be understood in terms of the changing needs which cause them and which in themselves form a pattern of emotional development. A study of these adolescent needs, therefore, is necessary to interpret their relationship to physical education.

Adolescent needs

Adolescent emotions are aroused in response to the needs which are peculiar to their stage of development: the need to adjust to a changing physical state, to a heterosexual interest, and to an environment free from parental control.³ Other adolescent needs which must be satisfied are shared by all human beings: the need for security, achievement, affection, adventure, and well-being. Adolescents, however, in satisfying these needs, find methods which are limited to their particular age group and which undergo changes as different stages of development are reached. It is this transition in satisfaction-producing factors which provides a clue to adolescent emotional development, and which should be studied individually in respect to each of their needs.

Affection. The early adolescent seeks many friendships with individuals of the same sex, whereas in mid-adolescence friendships for the opposite sex spring up. These become even stronger in late adolescence, while friends of the same sex continue to hold interest. Also in late adolescence relationships with adults are more friendly as authority relaxes, and eventually friendships with the same sex dwindle in number as they deepen in intensity.

Problems in regard to affection usually arise either from fears centered around the making or losing of friends or from conflicts with them. Still others may stem from a desire for continued affection from parents, which is in conflict with a simultaneous need for independence from them.

All teachers need to understand the basic problems faced by teen-agers in reference to their need for affection. Physical education teachers should provide many socializing situations where friendships with everyone may be fostered and should further the process of adjustment to the opposite sex through coeducational activities.

Achievement. In early adolescence achievement is realized through success in many and varied interests and hobbies. In mid-adolescence and late adolescence,



Fig. 4. In early adolescence, achievement is realized through success in many, varied interests and hobbies. (San Diego County Schools.)

as interests center upon fewer, more important areas, achievement is sensed through accomplishments in these. These later interests usually stem from the adult role which the adolescent determines most suitable for him, and success is felt as this ideal approaches a reality.

Problems of adolescents generally stem from lack of achievement in the areas of interests at each age level. For example, getting good grades in school becomes a problem when an interest in a college education is aroused.

Teachers of physical education should realize that many students find satisfaction in superior performance and achievement in their field. For those students who have difficulty performing in physical education the teacher should try to provide a program varied enough so that in some particular activity or sport a sense of accomplishment is derived.

Adventure. In early adolescence the variety of interests in many different areas provides much satisfaction to the need for adventure. Striking out on one's own with the new freedom which age permits provides much excitement in mid-adolescence, and this same satisfaction is present in late adolescence.

The major problem here occurs when satisfaction of this need for adventure is derived from improper experiences, as seen in the juvenile crimes of today.

In physical education this need for excitement and adventure may easily be satisfied through the challenge and thrills of sports and competition. The program should therefore be set up on a broad scale, to provide satisfaction through after-school activities for as many students as possible.

Security. The early adolescent seeks security in his social world through the gang or crowd. The mid-adolescent finds similar satisfaction in smaller groups or

cliques, and the late adolescent begins to be satisfied with more adult relationships, finding security within himself.

The main problem of the adolescent in seeking security lies within himself. Because of the uncertainties life holds for him and the doubts he has of his own success the adolescent does not dare to rely upon himself. Instead he seeks security in whatever else he can find: the gang, the club, the world of books, music, or some other facet of life.

The physical education teacher has a very real responsibility toward the security of students in all activities. All students should feel at ease in the gymnasium, and this may be accomplished by giving concrete instructions and establishing definite procedures and regulations so that students will know exactly what is expected of them. This ensures feelings of security, at least in regard to physical education.

Sense of well-being. A sense of well-being is brought about by adjusting the picture of the self through various mechanisms. Adolescents employ the same methods as all human personalities: rationalization, blame, compensation, and use of excuses, to name a few.

Superiority in physical pursuits provides one outlet for adjusting the self-picture for individuals who have difficulty in academic work. Students who can achieve in some area of physical education naturally augment their sense of well-being or sense of worth.

Physical education teachers should be aware of the abnormal extremes to which human personalities may go when overrationalizing, or overcompensating. When the teacher recognizes these extreme cases he should make the proper referrals to the school psychologist for study. In this way the teacher does a service to students who need help in regaining their sense of well-being.

Adjustment to physical change. The adjustment to the changing physical self has been discussed previously in this chapter. From the emotional standpoint it should be emphasized again that this is a source of great concern to all adolescents.

Adjustment to heterosexual interest. This discussion will be expanded in the section on social development, but its close relationship to the emotional responses should be pointed out here. Many adolescent fears and worries center around this particular phase of development, necessitating a real contribution on the part of the physical education program through coeducational activities to relieve these tensions.

Freedom from parental control. In adolescence there is a particular need to gain freedom from parental control, yet the conflicts in treatment given adolescents by adults cause many problems.

At home adolescents begin to assume adultlike responsibilities in relation to doing household chores, baby-sitting, holding part-time jobs and having an increased allowance. At the same time, however, they still are restricted in many things, such as using the family car, dating, and observing curfews. These discrepancies in treatment frequently seem senseless to the adolescent, and are difficult to reconcile.

At school this dichotomy—treating adolescents partially as adults and partially as children—continues. Rules and regulations are established about smoking,

dances, and conduct, while at the same time the students are allowed to run the school government, athletic organizations, and other school activities.

To help adolescents feel secure in themselves, without depending on parental or other adult controls, the physical education teacher should try to offer many opportunities for the development of self-responsibility, self-discipline, and self-reliance. This may be done through assignment of leadership positions and through class planning of rules and regulations for conduct. By letting students mutually formulate their standards for behavior, the necessity for having them is better understood, and they are more willingly followed.

An understanding of the many adolescent worries and needs helps the physical education teacher make provisions in the program to overcome these emotional difficulties. It is also important that additional problems be avoided in the school situation and the teacher who understands possible areas of concern, such as security, is better able to provide a healthy teaching situation. Students who are emotionally upset learn little and they need help in controlling emotional responses. It is the responsibility of teachers to assist them in achieving this goal.

SOCIAL DEVELOPMENT*

Social development can be thought of in terms of the adolescent's relationships with friends of his own sex, with friends of the opposite sex, and with adults. In each of these areas different stages of growth are found, appearing later in boys than in girls, and to a different degree. The developmental process itself is based on the adolescent's desire to break away from his parents and to assume selfhood in his social world.

Relationships with his own sex

In early adolescence the individual finds a place in the social world by becoming part of a large group, which usually consists of age-mates of the same sex. This occurs with girls in junior high school and somewhat later, perhaps in the ninth or tenth grade, with boys. Groupings usually evolve from similar school classes, neighborhoods, and social backgrounds. They provide standards of behavior, such as manner of dress and talk, as well as opportunities to learn how to act with people in different situations.

In mid-adolescence the dictates of the peer groups continue to be strong. However, the crowds break down into smaller, more adhesive cliques that promote snobbishness and prejudices not usually found in the larger groupings. With girls these close friendships maintain an extreme importance which continues into the college years, while boys seldom rely as completely on friendships.

There are two important implications for physical education stemming from this phase of adolescent social development. One concerns leadership and the other, clique formations.

Because the development of *leadership* qualities is an essential phase of physical education, the program should provide many opportunities for guidance in the selection of good leaders. The formation of leaders' clubs in junior and senior high

*See also Chapter 5.



Fig. 5. In early adolescence, the individual finds a place in the social world by becoming part of a large group, which usually consists of age-mates of the same sex. (San Diego County Schools.)

school provides a structured situation wherein leadership qualities may be developed and practiced by many interested members. This factor of wise leadership should carry over into the selection of proper leaders in the large gangs and cliques of the adolescent out-of-school world.

Another phase of the physical education program which should have carry-over value in adolescent circles relates to the injurious aspects of *clique formations*. The socializing phases of physical education activities, the squad and teamwork entailed, should point out the equalities of all individuals, and promote consideration for and cooperation with people of all races and religions. The harmful effects of ostracizing a few people—so frequently found in small clique formations—should be discussed during class organization, with the hope that desirable extracurricular practices will be followed.

Relationships with opposite sex

In early adolescence, between the ages of 10 and 12 years, boys and girls generally exhibit an antagonistic attitude toward one another.

In mid-adolescence girls at 13 and 14, who are now developing physically, begin to take an active interest in boys, parties, and mixed social functions. Boys, however, remain uninterested in girls. Between 14 and 16 years of age boys return this interest in the opposite sex, and social activities consume a great deal of an adolescent's time and energies. It is usually at this point that pairs begin to develop. By the age of 16 or 17, adolescent adjustments to members of the opposite sex are nearly complete.¹

The development of an interest in the opposite sex has two important implications in the physical education program: the planning of coeducational activities and the individual class program.

Coeducational activities for the early adolescent in junior high school should provide an opportunity for relaxed socialization, in which no undue embarrassment is felt. At this level boys and girls are at various stages of development, ranging from no interest to too much interest in the opposite sex. Activities, therefore, should be those already familiar to the students, such as badminton, volleyball, tennis, or recreational games. Knowing the activity helps the adolescent overcome the fear of socializing. Simple mass dancing activities may be successful when well-organized and taught, particularly in communities which promote social activities in junior high school.

The senior high school coeducational program, on the other hand, may be instructional as well as recreational, and it should provide learning experiences which will have carry-over value when students complete their education. Bowling, golf, and other individual sports may be introduced at this level if facilities permit.

The individual program of physical education must change somewhat along with this changing heterosexual drive. Younger girls love to play all kinds of games, but with physical development comes an increased desire for attractiveness, grace, poise, and balance, rather than extreme physical prowess. This aspect of their interests can and should be served in the teaching program, with dance and fitness activities stressing these goals. The motivation of boys does not change as much as that of girls because of their keen interest in competition and the stress placed on athletic achievements for popularity. This holds true for boys at all age levels, and the physical education teacher should capitalize on this natural motivational device.

Relationships with adults

Preadolescents usually accept adult authority, whereas early adolescents begin to be resentful. The latter try to assert themselves above such authority, except in cases of hero worship. In mid and late adolescence the students become more receptive to adult helpfulness and seek advice from those who represent fields in which they are strongly interested. Then at the end of adolescence adults are met on a more friendly basis, and the socially mature individual finds he can enjoy casual friendship with everyone.

This change in the adolescent-adult relationship has two important implications for physical education. One concerns class management and the other, the problem of hero worship.

Because the younger adolescent tends to be resentful of adult authority, the physical educator should try to have members of a class manage themselves as much as possible. Through guided group planning the adolescent can set proper standards of behavior for himself and others, and therefore he has no reason to rebel. Students then are motivating themselves and providing self-direction—both of which are educational goals, as well as developmental goals of adolescents.

In regard to the second factor, hero worship, it should be pointed out that in physical education, where an informal teacher-pupil relationship is likely to be

maintained, hero worship and infatuations easily develop. This can become a serious problem for the student involved, for such strong feelings often become very time consuming and thought consuming, to the detriment of the individual. If such an attachment develops, the wise teacher remains objective and tries to be friendly and helpful and at the same time remote in his relationships with the student. Fortunately these infatuations are usually short-lived and when properly handled no personal misunderstandings or ill-feelings result.

The social development of the adolescent is of great importance both to him and to the school. The physical educator should assist in as many ways as possible in this development in all three aspects: relationships with friends of the same sex, with those of the opposite sex, and with adults.

INTELLECTUAL DEVELOPMENT*

The adolescent does not go through a great intellectual growth spurt or change as he or she does in other phases of development. At this time there seems to be an expansion of powers, however, as well as an increase in capacities. The continuing growth toward intellectual maturity is extremely varied in individuals, with a high degree of this development being reached any time between the ages of 16 and 25 years.¹ Boys and girls are alike in this respect, and the wide range of ages points out the individualized nature of intellectual growth.

Adolescent intellectual advancement may be discussed in reference to four general areas: memory, concentration, imagination, and reasoning power. The power of memory, which is so strong in childhood, seems to decrease in adolescence. Actually, however, it is the lack of interest which an adolescent has for making use of his capacity to memorize which causes this decline.

The powers of an adolescent to concentrate show an increase, particularly in regard to areas of work in which he is greatly interested. The adolescent's ability to use his imagination also increases at this time. Of greatest importance in relation to his school work is the distinct increase in adolescent powers of reasoning and judging. It is this phase of intellectual development which distinguishes his growth away from his childish ideas and permits him to generalize from his experiences to formulate moral values and knowledge, together with a philosophy of life.

The importance of this intellectual development of adolescents to the physical education program lies in its relationship to teaching methods and the influences of the teacher.

In regard to the first point, teaching methods, the teacher must be sure to consider the variation of intellectual abilities when presenting instructions and explanations. As students progress through high school, the material which is presented in physical education class should require more and more reasoning power and judgment. Thought questions should be included in tests rather than simple true-false or multiple-choice types. Strategy and game concepts should become a part of the teaching program, for adolescents are now able to understand more fully this phase of physical education activities.

The teacher should also make use of teaching methods which promote creative

*See also Chapter 5.

thinking on the part of adolescent students. Units on modern dance obviously foster creative thinking in girls, but sports units for both boys and girls may be constructed to take advantage of improved adolescent powers of imagination and thinking. Students should have an opportunity to work out team plays in basketball, for example, or to develop their own exercise patterns, drill formations, or football plays. The teacher can use the problem-solving technique to accomplish this, asking the students to think out some specific solution to a given game situation.

The other important aspect of adolescent intellectual development which affects the physical education teacher lies in the student-teacher relationship. Because adolescence is the period in which adult attitudes, moral values, and a philosophy of life become cemented, the teacher of physical education should exemplify those ideals which would be most suitable to mature living. For example, the physical education teacher should try to promote positive attitudes toward health and physical fitness: a desire to maintain good health, a desire to continue physical pursuits for enjoyment, and an appreciation for the outcomes of physical exercise. As an influence on adolescent moral values, on their concepts of right and wrong, and on their prejudices, which are now taking final shape, the physical education teacher should have clearly defined values which are consistently applied and worthy of imitation by the students. The ideals of respect for all individuals, no matter how different they may be, should be promoted in physical education, together with the real meaning of sportsmanship.

The philosophy of life which shapes an individual's outlook and actions is also formulated during adolescence. Religious doubts and philosophical questioning consume a great deal of the adolescent's thoughts. Physical education teachers never know when their actions, thoughts, or beliefs may be idealized or when guidance and advice may be sought. They must therefore be ready to serve and to answer students to the best of their abilities and must recognize that values are best learned by example.⁴

POINTS TO REMEMBER

1. The process of adolescent physical development and the stages undergone are different in boys and girls, and each individual follows his own particular growth pattern.
2. The emotional responses of adolescents are different from those of adults because of their varying needs.
3. Social development in adolescence is recognizable by the changes in relationships with friends and adults.
4. Intellectual growth is experienced during adolescence, and plays an important part in mature living.
5. The process of growth and development in adolescents has many implications for the physical education program.

PROBLEMS TO THINK THROUGH

1. How can we motivate high school girls in physical activities when social interests are uppermost in their minds?
2. How can we capitalize on the varying interests which are exhibited in junior high school students?

3. How can we promote and further good social relationships in junior high school students, when heterosexual interests develop?
4. How can we develop in students an understanding of the physical growth that takes place during adolescence?
5. How can we develop good habits of cleanliness and proper hygiene techniques during early adolescence?
6. How can we prevent cliques from controlling or damaging class and afterschool activities?
7. How can we capitalize on the heightened interests and abilities of the older high school pupils?
8. How can we further the development of leadership techniques in students not usually given opportunities to demonstrate them?
9. How can we relieve extreme emotional tensions that develop during adolescence?
10. How can we promote attitudes of honesty, fair play, and consideration of others?

CASE STUDY FOR ANALYSIS

Tina was the rather unfortunate nickname given to a very large eighth grade girl, recently moved into a small community. Physical education classes met twice a week for all eighth grade girls, and once a week with boys and girls together. Embarrassment over both her size and her lack of abilities in physical activities forced her to try every conceivable technique to get excused from class, especially the coeducational class, where she was completely ill at ease. How should Tina be motivated to enter into activities, in order to derive the benefits she so badly needs?

EXERCISES FOR REVIEW

1. What points on good grooming should be emphasized with junior high school girls? Boys?
2. What steps should be followed in helping a student whose emotional adjustment is questionable, in a school where no nurse is in daily attendance?
3. How would procedures regarding monthly periods be outlined to a class of seventh grade girls?
4. In what way could class and locker room management benefit the ostracized high school boy?
5. What adolescent individuals in the modern world of sports should be singled out as examples of athletic achievement?
6. What advice should be given the adolescent youth, ordinarily proficient in physical activities, who finds himself falling below par?

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Chapter 2

The teacher*

Physical education teachers have many requirements to meet, both personally and professionally. Like teachers in every phase of education, they have numerous responsibilities which extend far beyond the classroom and are not limited to the school building or to regular hours of the school day. Besides work with the students, these tasks involve work with other teachers, administrators, and the community, and they require far more than just a six-hour day.

Typically the physical education teacher may expect a daily teaching load of five or six classes with from thirty to eighty students in each. This regular class schedule is followed by afternoon intramural and interscholastic activities, or teachers' meetings. In between assigned teaching duties the instructor must perform many clerical duties related to class work and make plans for subsequent lessons, units, or activities. Many other problems, such as intramural arrangements or special events must be given consideration, as well as urgent administrative details or faculty committee work.

In the evening the teacher may have to attend a meeting with a citizens' group or one of the professional associations. Perhaps there is a ball game to referee or a community recreation project to sponsor. If not, there are further school details warranting attention and time—time which can be found only in the evening.

Physical education is a demanding profession. However, most physical educators want to be recognized as well-trained, professionally minded people conducting an effective program of physical education. If this recognition is deserved, then the teachers must be willing to work hard in planning, administering, and evaluating their full role in the total educational process.

It will be the purpose of this chapter to define the many responsibilities and requirements which the physical education teacher must meet. Included also are suggested procedures and qualifications for teachers which should be given thoughtful consideration by every prospective as well as experienced teacher.

*See also Chapters 4, 15, and 16.



Fig. 6. The personal qualifications of the physical education teacher are an extremely important consideration. (Hartsdale Public Schools, Hartsdale, N. Y.)

PERSONAL QUALIFICATIONS

The personal qualifications of the physical education teacher are an extremely important consideration. The personality exhibited by the teacher, and the relationships established with the students are the vital links between the subject and its recipients. All four aspects of the teacher's character: physical, social, emotional, and intellectual, should be worthy of emulation by the developing adolescent students.

Physical aspect

The physical education teacher usually has many more students in classes than do other teachers. Close relationships with students develop through the intramural and interscholastic programs. Because of the number and type of these relationships between student and teacher it is important that the appearance of the physical educator be worthy of respect and admiration from adolescents. Uniforms should be spotless and all clothing be neat, clean, appropriate, and in good taste. The association of health, good hygiene, and cleanliness with physical education is so close that the instructor must represent these ideals to the students.

The physical skills and abilities of the physical educator should be exemplary. In order to conduct satisfactory demonstrations and teaching lessons teachers should be able to perform well in as many areas as possible. This does not mean that they must "star" in all events, but their background of basic coordinations should be well above average.

Emotional aspect

It is important that every teacher be a stable, mature individual, well-adjusted to life in his or her chosen occupation. This is particularly true of the physical education teacher. The nature and tenor of the work require an emotional control and responsiveness that are not easily defined.

In order to establish effective teaching rapport the teacher must have patience and understanding mixed with firmness and composure. To meet all the individual problems that daily arise with students—their maladies, their excuses, their upsets—the teacher must offer a sympathetic, understanding ear, indicating to the students a sincere interest in their personal difficulties. In handling the everyday occurrences in the classroom the teacher should display firmness and quiet confidence, thus making the students realize that the situation is well under control.

The many frustrations that beset the physical educator for winning teams and competitive excellence must be met with calm self-assurance. Administrative and community pressures should not become so strong that other teaching responsibilities are neglected or that self-concern replaces consideration for the students.

Intellectual aspect

Intellectually the physical education teacher needs many qualities that are equally important for him as a teacher and as an influence on young people.

As a teacher the physical educator should be efficiently organized and able to maintain order in handling the myriad administrative details. An ability to express ideas clearly and distinctly both orally and on paper is also important. The students learn from what is imparted to them, and therefore materials must be in-



Fig. 7. The teacher should have many interests both in and out of the field. (San Diego County Schools.)

telligently presented. A professional manner and outlook enhances the profession itself in the eyes of the students and this, too, becomes an important aspect of the teacher's personality. The idea that a physical education teacher is a person of all brawn and no brains is slowly being overcome, and new teachers entering this field should further this newer picture of the teacher as a real educator.

As an influence on young people the teacher should have many interests both in and out of the field. This is important because it affords more opportunities for sharing ideas with the various interests of the students that are contacted daily. As a broader scope of physical education in its relationship to life is presented to the students, the physical education teacher is respected for more than just coaching abilities or professional skills. In this role of a counselor influencing students in their approach to life, the physical educator should have an outlook worthy of both respect and imitation.

Social aspect

Because of the many social objectives of physical education, it is important that the teacher be representative of mature social development.

As a person the teacher should meet people easily, mix well, and treat all individuals with respect and consideration. It is these qualities that the teacher emphasizes in the classroom and the students should therefore be able to recognize them.

As a leader the teacher should strive to control but not dominate the group and to plan with but not for his students. In so doing the qualities of leadership that should be promoted are presented to the students, and they in turn may learn to lead well.

Ideally the physical education teacher should be a model personality, sharing a deep knowledge and interest in the subject with students who are respected as people and led with sympathetic understanding. The personality which the teacher presents to the students may be as important as the material to be learned.

PROBLEMS OF CERTIFICATION

Among the many problems encountered by any prospective teacher are those concerning the initial step of becoming properly certified. Often the confusion and red tape involved in finding appropriate information and determining personal status are so disheartening that the new teacher is bewildered before starting. The prospective physical education teacher is not different from other teachers in this respect, and knowing in advance about state requirements and qualifications can save a great deal of worry and frustration.

Certification requirements

All states have established minimum requirements and qualifications which must be met by prospective teachers before they become legally certified to teach. These certification requirements in teaching correspond to similar requirements in other professions, such as the licensing of doctors and dentists after state or national examinations.

The certification of teachers serves several purposes. The regulations protect

school children within the state by ensuring a high quality of teaching, employing only superior and qualified personnel, and unifying teaching standards within the state. The students therefore benefit from these requirements. For teachers, however, the task of meeting the varying state requirements complicates professional preparation and certification procedures.

There are nine general areas in which states have governing regulations for teacher certification. While many states may agree on certain factors, they may disagree on others. The prospective teacher should therefore inquire directly of the state education department, division of teacher certification, for exact requirements. To summarize these nine general areas and the requirements presently established in the fifty states, the following information is presented.

1. **Citizenship.** Approximately thirty states have citizenship requirements or a declaration of intention clause. The teacher must be a citizen of the United States to qualify.

2. **Oath of allegiance or loyalty.** There are about twenty-five states that do not require a loyalty oath for teacher certification. The others usually have a written statement which must be signed.

3. **Age.** The age requirement varies among states. The lowest age limit is 17 years, allowed in Maine and Alabama. In general 18 or 19 years is acceptable in states specifying a particular age. Some states have no stipulation in this regard.

4. **Professional preparation.** It is in this area that the greatest differences in state requirements may be found. Several states have particular courses which must be taken by candidates for certification. For example, in Illinois teachers must have studied American government and/or history; in Texas, Texas and federal government; in Utah, school health education; in Wyoming, the United States and Wyoming Constitutions. Some of these special state requirements must be complete before the first year of teaching, while others may be fulfilled within a certain period of time. For example, a course in Rhode Island education may be completed within three years of the first year of teaching in that state.

5. **Recommendation.** A large majority of the states require a teaching candidate to have a recommendation from college or from the last place of employment.

6. **Fee.** A fee for certification, ranging from \$1.00 to \$6.00, is required in nearly thirty states.

7. **Health certificate.** A certificate of general health is necessary in many states. Some states may require a chest x-ray report instead of or along with this certificate.

8. **Employment.** Candidates from *other* states may need to have secured employment to become certified within some states.

9. **Course of study.** Besides these general areas of state requirements there are basic and minimum regulations regarding the course of study which must be followed to qualify for specific certification in physical education. Again the states disagree in their differentiation of hours of study necessary within the subject of physical education.

Because of these curriculum differences and the variation between states in regard to the nine basic factors outlined above, a certificate to teach in one state does not necessarily permit a teacher to teach in a different state. While reciprocity

Table 2. *General requirements for teaching certificates**

| State | U. S. citizen-ship | Oath of allegiance or loyalty | Must secure employment | Recommendation (college or employing officer) | Minimum age required | Fee required for certificate | General health certificate required | Chest x-ray required | Special course required |
|----------------|--------------------|-------------------------------|------------------------|---|----------------------|------------------------------|-------------------------------------|----------------------|-------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Alabama | No | No | No | Yes | 17 | \$2.00 | No | Yes | No |
| Alaska | Yes | Yes | Yes | Yes | 19 | 2.00 | Yes | Yes | No |
| Arizona | Yes | Yes | No | No | 18 | 4.00 | No | Yes | Yes |
| Arkansas | No | No | No | Yes | 18 | none | Yes | Yes | No |
| California | Yes ^a | Yes | No | No | 18 | 4.00 | Yes | No | Yes ^b |
| Colorado | No | Yes | No | Yes | 18 | \$4.-\$5. | No | No | No |
| Connecticut | Yes | No | No | Yes | 18 | none | Yes | No | Yes ^d |
| Delaware | No | Yes | Yes ^e | Yes | 20 | none | Yes | Yes ^f | No |
| District | Yes | Yes | No | Yes | none | none | Yes | Yes | No |
| Florida | Yes | Yes | No | Yes | 20 | 5.00 | Yes | No | No |
| Georgia | No | No | No | Yes | 18 | 1.00 ^g | No | No | No |
| Hawaii | Yes | Yes | Yes | Yes | none | none | Yes | Yes | No |
| Idaho | Yes ^h | No | No | Yes | 18 | 5.00 | No ⁱ | No | No |
| Illinois | Yes | Yes | No | Yes | 19 | 2.00 | Yes | Yes | Yes ^j |
| Indiana | No | Yes | No | Yes | none | 1.00 | Yes | No | No |
| Iowa | No | No | No | Yes | 18 | 2.00 | No | No | Yes ^k |
| Kansas | No | Yes | No | Yes | none | 3.00 | No | No | No |
| Kentucky | No | No | No | Yes | 18 | 4.00 | No | No | No |
| Louisiana | No | No | No | Yes | none | none | No | No | Yes ^l |
| Maine | No | No | Yes ^m | Yes | 17 | none | No | No ⁿ | No |
| Maryland | Yes | Yes | Yes | Yes ^o | none | none | Yes | No | No |
| Massachusetts | Yes | No | No | No | none | none | Yes | No | No |
| Michigan | Yes | Yes | No | Yes | 18 | none ^p | No | No | No |
| Minnesota | No | No | No | Yes | none | 3.00 | Yes | No | No |
| Mississippi | Yes | Yes | No | Yes | 18 | none | Yes | No | No |
| Missouri | No | No | No | No | none | none | Yes | No | No |
| Montana | Yes | Yes | No | Yes | 18 | 2.00 ^q | Yes | Yes ^r | No |
| Nebraska | Yes | Yes | No | Yes | none | 2.00 | Yes | No | No |
| Nevada | Yes ^s | Yes | No | No | 18 | \$1.-\$6. | Yes | Yes | Yes ^t |
| New Hampshire | No | Yes | Yes | Yes | none | none | No | No | No |
| New Jersey | Yes | Yes | No | Yes | 18 | 5.00 | Yes | No | No |
| New Mexico | Yes | No | No | Yes | 18 | 1.00 | No | No | No |
| New York | Yes | No | No | No | 18 | 5.00 | No | No | No |
| North Carolina | No | No | Yes ^u | No | 18 | none | Yes | Yes | No |
| North Dakota | Yes ^v | Yes | No | Yes | 18 | \$2.-\$5. | No | No | No |
| Ohio | No | No | No | Yes | none | 2.00 | No | No | No |
| Oklahoma | Yes ^w | No | Yes ^x | Yes | none | 1.00 | Yes | No | Yes ^z |
| Oregon | Yes | Yes | No | No | 18 | 5.00 | No | Yes | No |
| Pennsylvania | Yes | No | No | Yes | 18 | none | Yes | No | Yes |
| Puerto Rico | Yes | Yes | Yes | No | 18 | none | Yes | Yes | Yes |
| Rhode Island | Yes | Yes | Yes | Yes | 19 | none | Yes | No | Yes ^{bb} |
| South Carolina | Yes | No | No | Yes | 18 | none | Yes | Yes | No |
| South Dakota | Yes | Yes | No | Yes | 18 | 5.00 | No | No | No |
| Tennessee | No | No | No | Yes | 18 | 2.00 | No | No | No |
| Texas | Yes | Yes | No | Yes | 18 | \$2.-\$3. | No | No | Yes ^{cc} |
| Utah | No | No | No | Yes | none | none | No | No | Yes ^{dd} |
| Vermont | No | Yes | Yes ^{ee} | Yes | 19 | none | No | No | No |
| Virginia | Yes | No | Yes | Yes | 18 | none | No | No | No |
| Washington | Yes ^{ff} | Yes | No ^{gg} | Yes | 18 | 1.00 | No | Yes | Yes ^{hh} |
| West Virginia | No | No | No | Yes | 18 | 1.00 | No | No | No |
| Wisconsin | No | No | No | Yes | none | 2.00 | No | No | Yes ⁱⁱ |
| Wyoming | Yes ^{jj} | No | No | Yes | none | none | No | No | Yes ^{kk} |

*From Armstrong, W. Earl, and Stinnett, T. M.: *A Manual on Certification Requirements for School Personnel in the United States*, 1959 Edition, Washington, D. C., 1959, National Education Association.

(For legend see opposite page.)

among states in the same region of the country is a growing reality, there is very little afforded at the present time.

A further problem in certification presents itself where localities within a state have specific regulations governing selection of teachers. These are often more rigid than the standards established within the state itself. Detroit, for example, has its own set of qualifications which must be met by its teachers. Local regulations usually involve such factors as teacher preparation or experience. An applicant may also have to pass a written and oral examination for local licensing. Information regarding local teaching requirements may usually be secured by writing to the board of education in the city in question.

Applicants for teaching positions should try to determine state and local regu-

(Legend to Table 2.)

- ^a*California*. Filing for declaration of intention will qualify for citizenship.
- ^b*California*. Constitution of United States and audio-visual education required for renewal of regular certificate.
- ^c*Connecticut*. History of the United States.
- ^d*Delaware*. Except for graduates of in-state colleges or Delaware high schools.
- ^e*Delaware*. Not prerequisite, but some time during first year and each year of employment.
- ^f*Georgia*. Fee required of out-of-state applicants.
- ^g*Idaho*. Must be citizen or have taken out first papers.
- ^h*Idaho*. Teacher must annually secure a health certificate. Health certificate is not required to be eligible for a teacher's certificate.
- ⁱ*Illinois*. American history and/or government.
- ^j*Iowa*. American history or government.
- ^k*Louisiana*. American history, biological and physical science. Louisiana history for upper-elementary teachers only.
- ^m*Maine*. Required only of out-of-state, initial applicants.
- ⁿ*Maine*. Not required for certificate, but law requires chest x-ray every two years. Responsibility of employing superintendent.
- ^o*Maryland*. Employing officer required.
- ^p*Michigan*. Out-of-state applicants are charged a fee of \$3.00 for investigating credentials.
- ^q*Montana*. Registration fee of \$2.00 charged for initial certificate and \$1.00 for each year of validity.
- ^r*Montana*. Can use Montana TB test.
- ^s*Nevada*. Or have filed declaration of intention.
- ^t*Nevada*. Nevada school law, Constitution of State of Nevada, and U. S. Constitution (by credit or examination).
- ^u*North Carolina*. Applies only to out-of-state applicants.
- ^v*North Dakota*. Must be citizen or have taken out first papers.
- ^w*Oklahoma*. Must be citizen or have taken out first papers.
- ^x*Oklahoma*. For temporary certificate only.
- ^y*Oklahoma*. Oklahoma history and 6 semester hours of American history and government.
- ^{bb}*Rhode Island*. Rhode Island education; may be completed within three years of initial teaching in the state.
- ^{cc}*Texas*. Texas and federal government.
- ^{dd}*Utah*. School health education.
- ^{ee}*Vermont*. Required of nonresidents.
- ^{ff}*Washington*. Must be citizen or have declared intention to become citizen.
- ^{gg}*Washington*. Required of nonresidents.
- ^{hh}*Washington*. School law, Washington history, and government.
- ⁱⁱ*Wisconsin*. Co-operatives required of teachers of economics, social studies, and agriculture. Conservation required of teachers of science and social studies.
- ^{jj}*Wyoming*. Must be citizen or have taken out first papers.
- ^{kk}*Wyoming*. United States and Wyoming Constitutions. May be satisfied by credit course or passing an examination.

lations far in advance, if possible. In so doing they may guide their courses of study in college to meet the requirements. They should then send in their records enough ahead of time to become certified before accepting a position.

Types of certificates

The type and value of certificates issued by the states vary nearly as much as do their regulations. In some states, for example, there are merely two categories of certification, permanent and probationary, while another state may have twenty-two variations of certificates to issue. The certificate to teach physical education is generally limited to this special field of work, but its validity may be for one year (probationary) or for life. Some states grant temporary or emergency certificates to teachers who do not fully meet all requirements, with the understanding that within a certain period of time the candidate will become fully qualified.

The value of the certificate again depends on state regulations. It enables the teacher to teach in any public school system within that state, except those wherein local standards require further qualifications. It may qualify the teacher to teach in neighboring states, depending on reciprocity agreements. It may also permit him or her to teach in private schools within the state, at least in private schools seeking state accreditation.

The prospective teacher or the experienced teacher seeking employment in a different state should not let these differences in state requirements and qualifications become a hindrance. An inquiry to the state or local department of education should bring necessary answers in time for certification.

PROBLEMS IN JOB APPLICATION

The next series of problems faced by the prospective teacher revolve around finding a job—writing a proper letter of application, having an interview, and attending to the similar details of importance in gaining a teaching position. The superintendent who is forced to choose between two or more candidates for a physical education opening may allow his decision to rest on appearance, on spelling, or on the smallest of details. The applicant should therefore take great care in all phases of the process of finding and obtaining a position.

Letter of application

The prospective teacher usually hears of job openings through friends, through the college bureau of appointments, an employment agency, and/or direct application by letter to a specific locale. The letter of application serves as an opening introduction to the prospective employer and should be carefully constructed to contain appropriate information.

In appearance the letter should be neat, typewritten, and grammatically correct. Pertinent details should be included concisely and yet in such a manner that the personality of the individual is conveyed to the reader. The employer wants to know about the applicant's educational background, experiences related to the field of education, and interests. Personal information such as age and health should be included also, together with names and addresses of references. If possible the applicant should also state his availability for an interview.

In response to this letter of application the candidate should receive a letter stating either that there are no vacancies or that the position is open and an interview is desired. A printed application form is often included with this reply, and this should also be filled out neatly and carefully.

Interview

Interviews of teacher-applicants generally take place at the school itself, thus providing candidates an opportunity to see the school in action, or at the college of the graduating candidate. In this latter case a field representative of the school system usually interviews several candidates from the college, and a request from the superintendent for a school-visitation type of interview follows.

In either type of interview the prospective teacher should expect to ask and to answer questions of all types, for it is the purpose of the interview to allow the new teacher to learn about the school system, as well as to give the employer an opportunity to screen the applicant.

While he is questioning the applicant the employer will be observing the teacher's bearing, outlook, speech, personal mannerisms, and general effectiveness as a person. Needless to say, the applicant should be prompt, well groomed, and neatly dressed for this occasion. The prospective teacher should be ready to answer in a concise and intelligent manner questions about any phase of teaching physical education. What is the most important attribute of a good teacher? What is the philosophy behind the inclusion of physical education in the school curriculum? What are some specific objectives of the program? How are the needs of the children determined? The range of possible questions is very broad, and the candidate can make little actual preparation for them other than to know and sincerely believe in the field of physical education.

The answers given by the applicant at the interview are not the only determining factor in gaining employment. The employer may judge to some extent on intelligent questioning by the candidate about the type of education being offered in the school, and the community interest in school affairs. Inquiring about scheduling, class groupings, extramural duties, community activities, and school organizations indicates to the superintendent that the prospective teacher knows what is involved in a teaching position. At the same time the applicant is, of course, determining if this particular school administration is earnestly interested in physical education and if this is the type of position most desirable and most suitable in comparison to other available jobs.

There are several types of teaching jobs that the physical education teacher needs to consider. Is a large or a small school system preferable? In a small school the teacher often has classes from grades one through twelve, while in the larger, multiple-building systems, a position may be limited to elementary, junior high, or senior high teaching. Is teaching in a large departmentalized situation with several other persons a better position in which to start than one wherein the teacher is entirely alone? These are questions that the teacher must settle after several school visitations and interviews have pointed out the differences.

Unfortunately the prospective teacher does not always get the first-choice position. A poor impression during the interview or a poor letter of application

may make the difference. Other factors also enter into a failure of final appointment. Lateness of application, or stiff competition for a high-salaried position may be determining factors. The teacher seldom knows the real cause of failure.

Appointments are not generally made at the interviews themselves, for the board of education must give final approval, and the applicant should have additional time to think about such an important decision. Later the applicant usually receives a letter from the superintendent, saying that the position has been filled, or one with congratulations on his or her appointment and perhaps some type of contractual agreement.

Contractual agreements

Contractual agreements between employer and teacher vary in style, form, and content, but essentially they signify a promise of payment for services rendered. In some areas a single word or handshake is the only type of agreement used, while in other areas formalized contracts carefully specifying duties and assignments are required. Each board of education has its own particular method in this regard. However, the prospective teacher should inquire about certain facets of the agreement in order to know exactly what responsibilities and benefits are contained in it.

Term of employment. The initial contract is usually a provisional one, covering one year of teaching. In many schools there is a two-year or three-year provisional period for new teachers, and at the end of that time a more permanent type of contract may be issued. Some boards of education provide "tenure" for teachers, which means that following the provisional period teachers may be assured of a position in their schools.

Responsibilities. In some instances contracts contain detailed outlines of teaching responsibilities, including number of hours of intramural activities required of the teacher, or number of coaching assignments, for example. These duties must be performed by the teacher entering into such an agreement, unless unusual circumstances permit exemption.

Release from a contract. Unusual circumstances such as forced leave of absence or call to military service may require release of the teacher from the total contract. This is possible in most cases by application to the board of education. The prospective teacher should realize, however, that except in these unusual situations it is not wise to break an agreement with the board of education. As professionals in the field of education teachers are expected to be reliable and dependable people, with high ethical standards, and therefore able to live up to agreements.

Salary. Written agreements between teachers and employers usually indicate exact salary arrangements. In most schools a salary scale has been established, with definite regulations governing the placement of teachers on that scale. Years of service or merit are usually determinants of increments in salary, and the prospective teacher should inquire about this aspect of the salary schedule. Where years of service are used as a basis for raises in pay, teachers usually receive regular increments in salary. In schools where a merit plan is in effect the better teachers usually receive higher pay on the basis of certain standards of teaching which have been established for evaluation of services.

Benefits. Some school systems also establish subsidiary teacher benefits which make them more desirable and attractive places in which to work. Sick leave policies or visitation days are examples of administrative consideration for teacher welfare. Provisions for sabbatical leave, health insurance, and retirement are also benefits which vary among schools and states. The new teacher should try to find out as much as possible about these fringe benefits for teachers in the particular school system offering employment.

When the prospective teacher accepts the appointment offered and signs the contractual agreement, if one is necessary, the benefits and terms are settled and the problems of job application cease. The teacher has now assumed new responsibilities and obligations which must be met in this position as teacher of physical education. These responsibilities encompass the department itself, the school faculty, the community, and the profession, and share equal importance to a successful career.

RESPONSIBILITIES TO THE DEPARTMENT

Whether it be a large or small school system, the physical education teacher has many responsibilities to the department which are essential in administering a successful teaching program. They are demanding of time and thoughtful consideration by the teacher, but because these responsibilities relate directly to the students, the results of these efforts are apparent.

In a large school

As one member of a team of physical education teachers the individual instructor has definite responsibilities in relation to teaching regular classes, conducting the afterschool program, and working with other members of the department. In



Fig. 8. The physical education teacher has many responsibilities to the department. (San Diego County Schools.)

all three areas these duties require constant cooperation and mutual understanding for a smooth-functioning program.

Teaching classes. Each teacher is officially in charge of the instructional program in assigned classes. This entails far more than just teaching or conducting classes, however. Some of the other problems concerning class management are the following:

1. Program planning
2. Grading
3. Testing
4. Motivating (through charts, diagrams, etc.)
5. Checking health problems
6. Counseling on student problems
7. Conferring with students and parents
8. Caring for shared equipment and facilities
9. Maintaining departmental standards in locker room, showers, and gymnasium
10. Record keeping

These duties are performed in cooperation with other members of the department, using the same or similar methods that have been approved for all. For example, one teacher would not keep one form of record on a student while another teacher followed a different system.

Conducting the afterschool program. Besides their regular teaching responsibilities the members of the department share in carrying out the many extra duties that are a natural component of the physical education program. Conducting an afterschool program of intramurals, extramurals, and interscholastic athletics involves many details, such as the following:

1. Coaching assignments
2. Scheduling games
3. Handling publicity
4. Scheduling facilities
5. Caring for uniforms and equipment
6. Arranging transportation
7. Handling finances
8. Checking custodial maintenance
9. Ordering awards
10. Record keeping

In a large school a single instructor would not be able to manage all of these details alone. With the entire staff working together, however, a well-organized afterschool program serving all of the students may be effectively conducted.

Working with the staff. Conducting the afterschool program is but one of the ways in which the members of the department cooperate. The director of the department usually considers the staff as a policy-making body which proposes and carries out progressive ideas. They plan together the direction which the program will take and share with the administrator of the department the many details of budgeting, scheduling, inventorying, and the like.

This cooperation promotes harmonious interrelationships among members of the department, and when disagreements or problems arise they should be handled within the department itself. Ethical standards of conduct indicate that mutual support of colleagues be presented to outsiders and individual problems of a member be taken to the department head first, not the principal or superintendent.

The new teacher should realize at the outset the extent of the role that must be played as a member of a large school staff. Schools may differ in the actual delegation of the many responsibilities, but the teacher's obligation to share and cooperate remains the same.

In a small school

In a small secondary school it is customary for one man to be responsible for the teaching and handling of the boys' program, and one woman to take care of the girls'. While such a situation simplifies the problems of group planning and departmental organization, the same administrative responsibilities outlined for a large school remain, and they must be carried out by these two individuals. Because the number of students served by the program is small, it is possible for one teacher to handle the many details involved in the teaching program and after-school athletics.

A new teacher will find that the job of teaching in a small school situation requires much coordination between the boys' and girls' departments. The program of physical education is more effective if the instructional procedures and requirements of the two teachers are similar and methods of grading agree. Also, their policies on intramurals and interscholastics should be consistent, with schedules for the use of facilities for these programs mutually arranged.

When problems or difficulties develop between the two departments, concerning the sharing of facilities, for example, the two teachers should try to work out the solutions together. If the answers are not easily found, they should both seek advice from the next higher authority. Since there may be no official head of the department designated, the school principal would be the person to ask for guidance.

Working together effectively is of primary importance to a smooth-functioning program of physical education in a small school situation. When the two teachers mutually assist and support each other in all phases of their work, this worthy objective is achieved.

RESPONSIBILITIES TO THE SCHOOL FACULTY

Beyond being a member of a physical education department a teacher is also a member of a school faculty. This position carries with it many responsibilities which are a part of administering a program of education for children. All teachers must share in this endeavor, which includes three general areas of obligations: upholding school policies, sharing mutual faculty responsibilities, and respecting the educational curriculum.

Upholding school policies

Administration of a secondary school program involves the establishment of well-defined policies about all phases of school life: the curriculum, school regu-

lations, homework, activities, and sponsored functions. In most school situations teachers play an important part in relation to these policies.

In a democratically administered school system the teachers share in the establishment of school policies. Decisions are formulated on the basis of group discussion and majority opinion. The physical education teacher should share with the other teachers in formulating these policies at teachers meetings.

These policies must be upheld by all members of the staff once they are determined. This includes the physical education teacher, who should not expect special privileges for members of varsity teams in respect to academic standards, for example, or request athletic considerations contrary to school regulations.

Sharing mutual responsibilities

In large and small school systems alike the faculty shares many administrative duties. These are essential to a sound educational program, although they have no relationship to the school curriculum, and are a necessary component of school administration.

For example, there are many instances in which a teacher is called upon to act as a supervisor or sponsor of student activities. Teachers may be required to take bus duty or cafeteria supervision, or to be responsible for noon-hour activities. Homerooms, club activities, and student council are all additional responsibilities, and the physical education teacher should expect to serve with the other teachers in any of these areas.

In many schools, faculty committees are established to study current educational problems such as education for the gifted or elementary foreign language teaching. Committees to handle administrative details such as class scheduling, grouping, or safety may also be set up. Membership in these committees is usually voluntary, but all teachers are expected to serve in some capacity. While the conduct of the afterschool program may make it difficult for the physical education teacher to attend committee meetings, every effort should be made to share in this phase of school organization.

Respecting the curriculum

Just as the physical education teacher should support the methods and procedures of his colleagues within the department, so should he or she uphold and respect those of the other teachers in all areas of education. The teacher should exhibit a genuine and sincere interest in all phases of the educational curriculum and respect the work and accomplishments of the teachers.

In return the physical education teacher can expect from other teachers similar respect and appreciation of the job being accomplished by the department. This should be deserved, however. Teachers in other subject matter areas do not necessarily evaluate the physical education program in the same manner that physical educators would. Instead of rating program content with which they are unfamiliar, other teachers value the teacher's seriousness of approach to teaching, the manner in which the instructor fulfills educational responsibilities, the concern shown for student welfare, and general attitudes toward the profession.

The physical education teacher who meets all of these responsibilities as a member of the school staff actually promotes appreciation for physical education

as a profession. There is one further obligation of physical educators, which is directly connected with their particular field and deserves special mention at this time. Good working relations with members of the school custodial staff are of vital importance to the program and are nearly as important as relations with other teachers. The service of the custodians in gymnasium maintenance and care of equipment adds significantly to the quality of physical education and should not be forgotten.

RESPONSIBILITIES TO THE PROFESSION

Membership in a profession such as physical education carries with it certain responsibilities which the new teacher should expect and accept. They are concerned mainly with professional advancement for the teacher and the growth of the profession itself.

Professional organizations

Professional associations are the organs through which members mutually assist each other to achieve benefits for the group and promote advancement.

As an educator, the physical education teacher should join the educational organizations available in the particular district or local area. This includes the faculty association, the local education association, and the county or district group, whichever organization is formed. It is also considered professional to join the state education association, and the National Education Association. Membership in these associations is usually made available to the teacher through the school office at the beginning of each school year.

Physical educators should also join their own local and state organizations, and the American Association for Health, Physical Education, and Recreation. It is through these channels that the teacher is able to keep up with the latest advancements within the profession. There are also specialized organizations on the local level for coaches, women, or teachers of a particular activity. It is in these local, small groups that the greatest benefits are derived, for the members have the opportunity to know each other well and share mutually in the problems and issues at stake.

Membership in these associations is made possible through literature sent to the school in each locale, in most cases. If not, teachers in neighboring districts are ready to provide the necessary information to newcomers.

Professional advancement

Membership in these associations is not the only professional responsibility of the physical educator. To reap the greatest benefits and aid in advancing the profession itself requires valuable contributions on the part of each member.

These associations are usually organized into committees which function in a particular area; planning, research, fitness, and publications are examples. Working on these committees can be a very satisfying and rewarding experience, and one which should not be missed.

Even greater contributions to the profession as a whole can be made through research on problems in the field. Sharing results or findings on a particular method

of teaching or testing is a real service to other members which should be willingly performed.

Personal advancement

Continued study for personal growth and development is another major responsibility of every member of a profession. The physical education teacher has two developmental paths open: in-service education and graduate study.

In-service education takes many forms within the school system and neighboring districts. It is found in individual and staff conferences, in workshops, clinics, and study institutes. Planning sessions, orientation programs, and interschool visitations are all phases of in-service education. Any opportunity in which teachers join together with associates to consider school problems is considered to be in-service education. Real values stemming from these sessions are seen when teachers change and grow together for the improvement of the school program and the profession.

Graduate study is the other method of personal, professional advancement. Some of the purposes of graduate study include the development of a higher degree of competence and the development of the ability to evaluate, interpret, and draw conclusions from the scholarly work of others.

There are several types and degrees of graduate study available to the physical education teacher.

1. Master's degree. A master's degree in physical education usually requires one year of study beyond a bachelor's degree. In some universities a thesis is part of the required program for a degree, while in other schools a few extra credits or a comprehensive examination is required in its place.

2. Doctor of philosophy, doctor of education, or doctor of physical education. The doctoral degrees usually require three or four more years of study. In the curriculum for a doctorate a formal dissertation or document is a requisite.

Some institutions offer a professional or specialist's certificate for 30 hours of graduate work above the master's.

The prospective teacher of physical education should realize that a professional attitude is another important responsibility which must be developed through associations and study programs with other professionals. In this way the teacher makes a valuable contribution to himself or herself and to the profession as a whole.

RESPONSIBILITIES TO THE COMMUNITY*

Another responsibility of importance to the physical education teacher relates to the associations established with the community. This is a two-way association, for the support a physical education teacher gains for the program depends largely upon the program itself and the way in which the citizens interpret it. The responsibilities of the physical education department in promoting this community relationship are three: presenting a sound program, joining community-sponsored activities, and supporting community standards.

*See also Chapter 3

Presenting a sound program

The physical education teacher is employed by a community's board of education to teach physical education in the finest possible manner. This program of physical education can be a most comprehensive source for establishing good public relations between a school and its community because of the many contacts that are a natural by-product of this program. It is in this field that an entire student body is excited by interscholastic competitions, and parents, too, share in these enjoyable events. Through the intramural programs, the demonstrations, and the testing program the parents become very much aware of and interested in the total program of physical education. The entire school administration benefits from a sound physical education program because of this community interest; therefore it is essential that the program be the very best kind possible.

Joining community activities

The physical education teacher has definite obligations to become a part of the community by joining selected community organizations including the Parent-Teachers Association. Because of the close association between recreational activities and physical education, the teachers often are called upon to conduct evening programs and assist in sponsoring special events. While sharing in these activities the teacher has an opportunity to get to know the people of the community and what it is that they want from their schools. This is an advantage to the school, for it is their community that must be served. At the same time the physical education teacher benefits the school administration by serving as an interpreter of its philosophy to the community and helping the people understand what the schools are trying to do.

Serving the community in which they teach is a responsibility which must be met by all teachers. Good school-community relations are of primary importance



Fig. 9. The physical education teacher has responsibilities to become part of the community. (Lincoln High School, Yonkers, N. Y.)

to a school which is meeting the needs of its students. The physical educator must do his share of contributing in as many ways as possible, and the results will bring greater support to his program.

Supporting community standards

Throughout the many associations established with community citizens the physical education teacher should support and honor the standards expected of teachers in that particular community where they are in accordance with high professional standards. It is important for him to remember that relating school gossip or information of a personal nature about a particular student does not earn respect for a teacher in the schools, but that by his wiser action the respect and status of teachers may be upheld in the community.

CODE OF ETHICS

The teacher is far more than just a teacher of physical education. His or her responsibilities extend to all the relationships established with people, and all actions are governed in almost every area by a code of professional ethics. Many important principles in this code of ethics have been pointed out in relation to a particular situation. The suggested code of the American Association for Health, Physical Education, and Recreation is presented here in its entirety for a more complete explanation of accepted standards. It should be kept in mind when reading this code that it represents the combined thinking of experienced leaders in the field and therefore should be respected. Furthermore, it provides the framework for all professional physical education teachers to live by, thereby guaranteeing for each other the professional freedom which it preserves.

*Code of ethics**

Preamble

Believing that the strength of our American democracy and its influence upon the course of events everywhere in the world lies in the physical, mental and moral strength of its individual citizens; believing that the schools of America possess the greatest potential for the development of these strengths in our young citizens; believing that the teachers of physical education have a unique opportunity, as well as responsibility, to contribute greatly to the achievement of this potentiality; believing that all teachers of physical education should approach this great responsibility in a spirit of true professional devotion, the American Association for Health, Physical Education, and Recreation proposes for the guidance of members of the profession, these

Principles of ethics

1. Inasmuch as teachers of physical education are members of the teaching profession, the American Association for Health, Physical Education, and Recreation endorses without reservation the Code of Ethics for Teachers,

*Reprinted from the Committee of Professional Ethics: Suggested Code of Ethics for Teachers of Physical Education, *Journal of the American Association for Health, Physical Education, and Recreation*, June, 1950, pp. 323-324, 366. Copyright, 1950, by the American Association for Health, Physical Education, and Recreation, National Education Association.

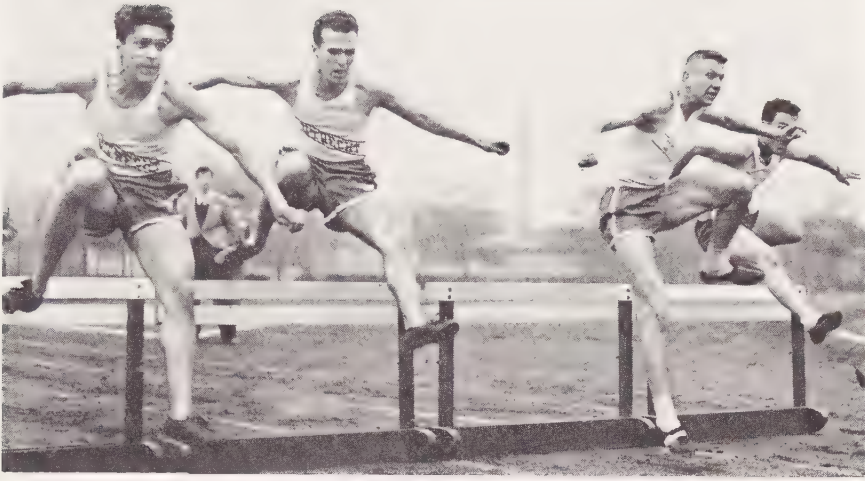


Fig. 10. The aim of physical education is the optimum development of the individual. (New York City Schools.)

adopted by the National Education Association. ("1950 Report of the Professional Ethics Committee," Washington, NEA.)

2. The aim of physical education is the optimum development of the individual. To this end teachers of physical education should conduct programs and provide opportunities for experiences which will promote the physical development of youth and contribute to social, emotional and mental growth.
3. In a democratic society every child has a right to the time of the teacher, the use of the facilities, and a part in the planned activities. Physical education teachers should resist the temptation to devote an undue amount of time and attention to the activities of students of superior ability to the neglect of the less proficient.
4. The professional relations of a teacher with pupils require that all information of a personal nature shall be held in strict confidence.
5. While a physical education teacher should maintain a friendly interest in the progress of pupils, familiarity should be avoided as inimical to effective teaching and professional dignity.
6. The teacher's personal life should exemplify the highest ethical principles and should motivate children to the practice of good living and wholesome activities.
7. To promote effective teaching, the teacher of physical education should maintain relations with associates which are based on mutual integrity, understanding and respect.
8. The physical education teacher should cooperate fully and unselfishly in all school endeavors which are appropriately within the sphere of education. He should be an integral part of the school faculty, expecting neither privileges nor rewards that are not available to the other members of the faculty.
9. It is an obligation of the teacher of physical education to understand and make use of proper administrative channels in approaching the problems encountered in education and in schools.

10. It is the duty of the physical education teacher to strive for progress in personal education and to promote emerging practices and programs in physical education. The teacher should also endeavor to achieve status in the profession of education.
11. Professional ethics imply that altruistic purpose outweighs personal gain. The teachers, therefore, should avoid using personal glory achieved through winning teams for the purpose of self-promotion.
12. It is considered unethical to endorse physical education equipment, materials and other commercial products for personal gain or to support anything of a pseudo-educational nature. Nor should a teacher profit personally through the purchase of materials for physical education by the school.
13. It is the responsibility of the teacher of physical education to acquire a real understanding of children and youth in order that he may contribute to their growth and development. To achieve this understanding, it is essential that an earnest effort be made to foster and strengthen good school-home-community relationships.
14. It is the duty of every teacher of physical education to become acquainted with and to participate in the affairs of the community, particularly those concerned with making the community a better place in which to live. The teacher should take an active interest in the work of the various child- and youth-serving agencies, participating as a citizen, and as a leader of children, youth and adults.
15. Inasmuch as physical education will progress through strong local, state and national organizations, the teacher of physical education is obligated to membership and active participation in the proceedings of the specialized field of physical education.
16. Institutions preparing teachers of physical education have an ethical responsibility to the profession, to the public and nation for the admission, education and retention of desirable candidates for teaching. To meet this obligation, curriculum offerings must be in harmony with the highest standards of professional education.
17. Teachers of physical education should render professional service by recruiting qualified men and women for future teachers of America. The physical education teacher also has a professional obligation to assist in the learning, practice, and understanding of student teachers in the field.

POINTS TO REMEMBER

1. Physical education teachers must fulfill personal and educational requirements to become certified to teach. These requirements vary throughout the states, as do the types of certificates issued.
2. Certain personality and character traits help make a teacher more effective in teaching and associating with students and colleagues.
3. A physical education teacher's relationship to the students is most important for effective teaching and guidance.
4. A physical education teacher's relationships with other teachers, the administration, the profession, and the community have an important bearing on the respect which he earns for himself as a professional person and for his program.
5. A physical education teacher is governed by a code of ethics which protects him and other members of the profession by suggested standards of behavior.

PROBLEMS TO THINK THROUGH

1. When is a teacher not a teacher?
2. What personal qualities are most important for a teacher of physical education—qualities that might not be as essential in teaching other areas?
3. With whom would a new physical education teacher discuss a disagreement relating to procedures in marking students (a) in a small school? (b) in a large school? With whom would he not discuss it?
4. In August a new teacher receives another job offer at a higher salary in a preferred locale. What course of action should be taken, if any?
5. What community clubs or agencies have a direct interest in the school physical education program? How would the teacher who lives outside of the school-community indicate an interest in the activities of such groups?
6. An afterschool intramural game conflicts with a special faculty committee meeting. The physical education teacher, as a member of this committee, must choose where his time will be spent. What factors enter into this decision?

CASE STUDY FOR ANALYSIS

The new physical education teacher has been asked by his experienced co-worker to help referee an important eighth grade intramural soccer championship game. The game ends in a tie, and rather than reschedule another play-off or play another quarter his colleague rules that the team winning two out of three penalty kicks will win. The new teacher senses the keen disappointment felt by the team members with this ruling and does not agree with his superior's decision in this case. What, if anything, should he do?

EXERCISES FOR REVIEW

1. What specific information should be included in an application to a superintendent of schools? Write a sample letter.
2. Find out the requirements for teaching in another state and determine in what ways these requirements are being met, if they are, and in what ways professional preparation may be lacking.
3. What questions might a candidate for a physical education position in a large school system expect to be asked during an interview with the administrator?
4. What school policies should this candidate inquire about during this interview?
5. A school system is planning to build a second junior high school and the administrator asks the physical education department to share in the formulation of plans for the physical education facilities. What steps would a new teacher take in order to offer real assistance in this project?
6. A new physical education teacher discovers that the community fathers run a highly competitive Little League program. Disagreeing with the type of management the program is getting, what procedures would this teacher follow to combat this community enterprise?
7. List some outside interests and hobbies that would add to the professional growth of a physical education teacher.
8. In what areas of teaching physical education would further scientific research be particularly valuable?
9. In what ways does a professional code of ethics protect the teacher of physical education?
10. What responsibilities to the profession of physical education would be most difficult for a teacher to meet?

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Part Two

The setting



(Chandler Street Junior High School, Worcester, Mass.)

Chapter 3

The community

Strength we need, to accept with serenity the things which cannot be changed,
Courage, to change the things which can and should be changed,
And wisdom, to distinguish the one from the other.

—*Author unknown*

The physical education program, as in many ways all education, is a product of the community in which it exists. The community is that subdivision of people, homes, and businesses that make up a school district. It may coincide with the geographical limits of a city, town, or village such as San Diego, California, or Denver, Colorado; or it may include two or more political subdivisions such as the Bedford School District, which includes the towns of Bedford, New Castle, North Castle, and Pound Ridge, New York.

In any event, the local community plays an important part in the philosophy and formulation of the school program. A knowledge of the community is of importance to the teacher so that he or she may better prepare for the experiences to be encountered.

What is the structural organization of the community? What factors play a part in the financing of the schools? In regard to the schools, who is responsible to the citizens of the community? What influencing factors should be considered in establishing a philosophy of education? How is the physical education program affected by the community?

In this chapter, we shall discuss these and other problems as they relate to the schools and specifically to physical education so that teachers may be better able to understand and work with their particular situations. Mrs. Rollin Brown, past president, National Congress of Parents and Teachers, says that physical education and recreation personnel must build bridges to administrators and to the community and must take the initiative to offer to other fields what they have learned about the child.¹

COMMUNITY STRUCTURE

Through a knowledge of the composition and governing bodies of the community, the teacher will be better able to understand the problems facing the com-



Fig. 11. Working with community agencies—an important responsibility of physical education. (Public Relations Department, National Council, Y. M. C. A.)

munity. It is also true that any suggestions for improvement of the curriculum, school plant, facilities, number of personnel, or the philosophy will be more meaningful when based upon local community conditions. It is necessary, therefore, to investigate and obtain information about the community, evaluate these facts in the light of your professional knowledge, and plan a course of action.

Size

Is your community a compact industrial area such as Scranton, Pennsylvania, or does it sprawl over the countryside such as Berkeley, California? The implications in this question could have much to do with the school and the physical education program. In a compact area, for instance, there is little or no transportation problem. After-school activities such as intramurals and varsity team practice are not greatly affected, because public transportation is available to get students home. In the sprawling community, lack of public transportation can be a deterrent to the conduct of many activities. Solutions for these transportation problems may be to convince school authorities to provide extra transportation, enlist the aid of the local Parent-Teacher Association, or coordinate efforts with other departments such as music or dramatics, thereby involving enough students to warrant extra transportation.

Another problem of community size involves future growth, particularly with

the current exodus to suburbia. Has your community reached its peak growth or is it still expanding? Do your facilities amply provide for the number of students you are now handling? What are the plans for the future regarding new facilities? Do these plans properly provide for physical education space, facilities, and teaching stations?

In an eastern community two elementary schools were constructed in 1954-1955. It was expected that one of the schools would have a number of vacant rooms during its first two years of operation, while housing classes from kindergarten through grade 7. By the time of occupancy, however, there had been such an increase in the population that school authorities were unable to keep any rooms vacant. In each of the following three years, in fact, a grade was moved out of the school. After the completion of a new secondary building a community-wide realignment plan was effected. This plan enabled the schools to more adequately serve its local residents.

Type

Are you going to teach in a predominantly residential community such as Darien, Connecticut, or Berkley, Michigan? If so, you may assume that the parents will take time to inquire about and be in on the planning for education. Active and interested parents are a great help to the school when they put their energies to work in helping the administrators and teachers. Interested parents can help the physical education program by supporting its activities, by helping to obtain new facilities, equipment, and supplies, and by gaining an understanding of the program. In an industrial community, residents may be less inclined or have less time to concern themselves with education. In Flint, Michigan, however, a public interest in education has brought more people into the schools at night than during the day (37,000 children during the day and 52,000 children and adults at night).²

Flint has developed the school-community idea to where each school has an evening center and most have gymnasiums that are 100 by 100 feet, as well as other community rooms. In addition to the evening recreation centers, there are a child health program, in-service training for teachers, an outdoor camp, Big Sister organization, adult education programs, tots and teens groups, a steppingstone program, and others.³

This program was begun in 1935 by the Mott Foundation in accord with the Flint Board of Education. Its purposes are threefold: (1) to make possible the maximum utilization of school buildings and school facilities as well as other community resources—personnel, material, and organizations; (2) to act as a pilot project in testing and demonstrating to the local board of education and other communities the possibilities of what may be accomplished; and (3) to stimulate, by demonstrating what can be done, constructive influences not only in this community but eventually in other parts of the state, the nation, and the world.⁴

The values of the Flint program are obvious. Important also are the attitudes of the taxpayers when they are able to see and use these buildings for which they pay. Flint was blessed with the Mott Foundation, but most communities can

achieve community-centered schools for very little extra cost (if the Flint schools lacked Mott funds, the loss could be made up at only about two cents per day for each taxpayer).⁵

Another example of school-community cooperation is known as the Kentucky Movement, which is the name given to the effort to emphasize moral and spiritual values in public education in Kentucky. One aspect of this movement, which began in 1948, concerns itself with the importance of the play, recreation, and sports phases of the school program. These fields are mentioned because their activities are normally voluntary and so the behavior of the participants tends to be more natural. The close cooperation between coaches and teachers has often facilitated help for pupils.⁶

You may find yourself in an industrial or business community like Flint, Michigan, but where the village, town, or city does not have a positive attitude toward education. There may be little room for playfields and recreational areas. There may be a large populace of older residents who no longer have school age children. The attitude of the public is of great importance because many of these residents may feel little sympathy for public school problems, particularly since most solutions to the problems would involve an increase in taxes.

In addition to the older residents, there are those parents who send their children to private or parochial schools and who have no desire to pay twice for education. They must pay their taxes, which are used for public education, but they have a vested interest in minimizing these payments.

Although there are always many parents interested in the schools and their problems, the support of a majority of the population is necessary. This requires public interpretation. In Flint this positive attitude has been achieved through their community-centered program. In Norfolk, Virginia, a new interest has been



Fig. 12. Parents are interested in the school's physical education program. (Central Westchester League.)

manifested in education through a revitalized program in health instruction, activity instruction, and intramurals. This program developed because of close cooperation in the fields of health and physical education, which led to an integrated core of instruction.⁷

If community support is not present, it is the responsibility of the school and of every individual in the school to foster it through careful planning.

Governing body

There are three main types of local government: the mayor-council, the commission, and the city manager forms.

The *mayor-council plan* places primary control of administrative matters in the hands of an elected mayor. The council, elected by the citizens, handles local legislation. There are variations in the organization of this plan. Some communities have a dominant mayor, others divide the responsibilities of the mayor and the council, and still others have a weak mayor with the majority of the duties being handled by or through the council. This type of governing body is still the most prevalent with the majority of small cities using it in one form or another, as well as such large cities as New York, Boston, San Francisco, and Detroit.

The *commission plan* has had its period of rise and is now generally regarded as in eclipse. This is the plan that the city of Galveston made popular just after the turn of the century. There were five commissioners elected by the people. One was designated as mayor, but only to preside at the meetings. He had no veto power and only a proportionate share of the administration with the other commissioners. This type of plan is still used by some municipalities but its popularity is on the descent.

The *city manager plan* is growing the most rapidly of any type of city government. In this plan, a career man trained in public administration is appointed by the council. He is responsible for the conduct of municipal administration. There are variations in this plan, such as that wherein the council keeps certain appointment rights. The majority of plans leave only two duties in the hands of the council: (1) The right to pass necessary ordinances and resolutions and (2) the right to select the city manager. The trend in many municipalities is toward the city manager type of government.⁸

The rise of the city manager plan has numerous implications for education. The concentration of powers in a professional person (the manager is supposed to be nonpartisan and is generally chosen from an approved list) usually brings about wider use of modern administrative procedures which generally are credited with unusually effective standards of modern administration.⁹

The implications of the governmental structure in your community for the school and the physical education program are numerous. Knowing it well will provide an understanding of the following:

1. The chain of responsibility—that is, who the local district leaders are and what they have to do with appropriated moneys.
2. The use of modern governmental structure—that is, the degree to which the community is operating under an archaic form of patronage or an efficient modern structure that attempts to cut unnecessary costs and meet today's challenges.

3. The pressure points in the community structure—that is, how public sentiment for needed school expenditures can best be made known and brought to bear on local officials.

It is your responsibility as a teacher as well as a member of the community to know as much as possible about your local government.

Board of education

The board of education, or school board or committee as it is known in some areas, is the administrative unit whose responsibility it is to develop policies for the educational program in the local schools. Some communities have a single commissioner of education, but the vast majority of cities and districts retain the board plan. This is true in spite of the widespread movement to single-headed departmental control in such areas as police, fire, health, etc. This may be because of the reasonable success of the board plan and the caliber of board members, who are able to remain aloof from local politics. Whatever the reasons, the board plan appears to be here to stay, especially since most educators seem to prefer this type of administration.

Boards of education may be financially independent. Being independent means that the board fixes its own tax rate, within limits set by the state, and spends the money as it sees fit. In many cities of more than 25,000 people, as well as some smaller communities, the boards are financially independent. When a board is fiscally dependent it recommends the amount it would like to have, to cover the cost of its budget, but the municipal administration decides upon the amount that the board will receive. If it is not the full amount, the board must reduce, eliminate, or adjust budget items to fit the amount allotted.

It is important for the physical educator to keep the board aware of problems facing the teacher and some realistic solutions to these problems. It is necessary to channel this information through the principal, director or supervisor, or superintendent.

Composition. Boards of education for school districts evolve from acts of state legislatures. In most cities, boards are elected by the voters. There are places, however, where the mayor appoints members. Regardless of how they obtain their positions, their terms vary from one year to about four years. The usual term is three to four years. These terms are frequently overlapped to ensure continuity in membership.

Size. Boards of education are gradually diminishing in size, from the thirty- and forty-member boards of yesteryear to the five- and nine-member boards seen most commonly today. The number of board members ranges from the three who represent a small local district to fifteen members, who constitute the board in some large cities. The smaller boards of today seem to produce better results by working more efficiently and with greater harmony. As a rule, most members serve without compensation although very nominal salaries are given in certain areas.

Duties. The board of education's responsibilities may be summed up as follows:

Establishes policies and legislates

Curriculum—along with certain state regulations, the local board of education passes on the school curriculum, including physical education.

ADMINISTRATIVE ORGANIZATION

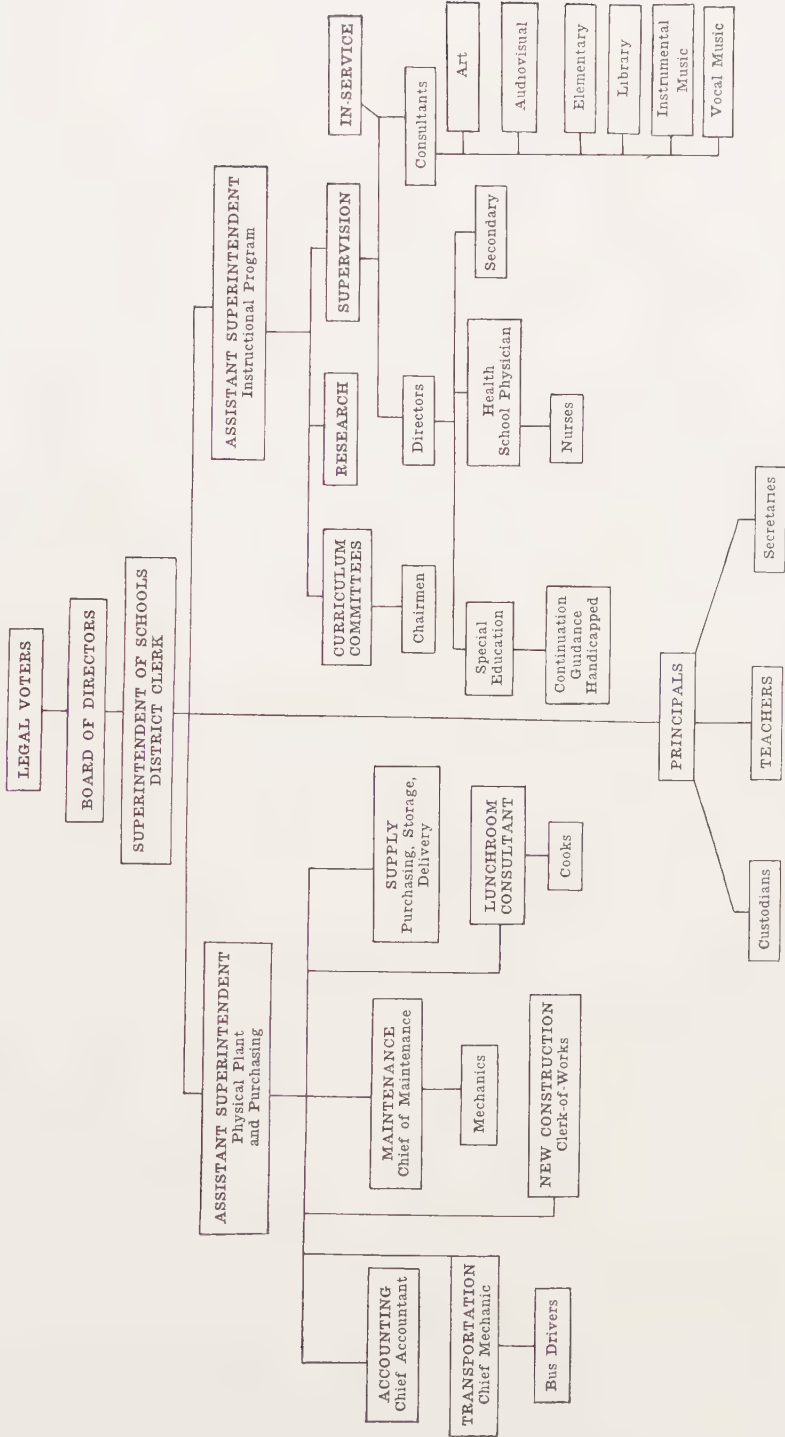


Fig. 13. Community organization for education. (From Bucher, Charles A.: Administration of School Health and Physical Education Programs, St. Louis, 1958, The C. V. Mosby Co.)

School calendar—including time and days when interscholastic contests may or may not be played.

School entrance age—set by the state in some areas.

Provides means for carrying out policies

Prepares budget—including salary scale, and arrangements for time off or extra pay for coaching, establishing policy regarding coaching duties.

Hires superintendent and other personnel (upon recommendation of the superintendent).

Votes tax levies, if fiscally independent, or recommends adequate levies to those who have the fiscal responsibility.

Plans and executes building and maintenance program (within limits mentioned above)—including new physical education plants and facilities.

Sees that policies are efficiently carried out

Visits schools.

Receives oral and written reports on progress.

The board also represents the public in the preparation of its policies and budgets, interpreting to the public the needs of the school in terms of plant, facilities, and working conditions. Although there are some specific duties and responsibilities of boards of education and of superintendents, there is no exact line where the duties of the board end and those of the superintendent begin. This must be worked out together toward a common goal. The superintendent of schools, however, is the professional education leader and members of the board of education are lay personnel. This, of course, has implications for the responsibilities of each.

Neighbors

Good neighbors are necessary, whether you are speaking of the family next door or of a near-by community. The current trend toward centralized or consolidated school districts is dependent upon good neighborliness. According to J. B. Conant, President Emeritus of Harvard University and author of *The American High School Today*, this trend must continue if high schools are to function properly. Dr. Conant says that any high school with a graduating class of less than 100 is unable to do its job. Since only a small per cent of each class have the aptitude for advanced studies and since these pupils must be challenged and their programs enriched, it becomes financially necessary to have larger schools. In order to be able to organize classes and to hire competent teachers for these gifted pupils, there must be enough students to warrant spending the money and maintaining these advanced classes. This will be difficult to do in the small school. Therefore, Dr. Conant contends, the number one problem is the elimination of the small high school by district reorganization.¹⁰

The implications for physical education are similar. The small school may not be able to afford the plant, facilities, and personnel necessary to conduct a satisfactory program. In centralization or consolidation, the duplication of two or three small, inadequate plants can be eliminated and one adequate, fully staffed plant created.

A near-by community can also help by providing an example of what can be done in certain educational areas. Being able to point to a part of a program that has been successfully accepted elsewhere might help in establishing a similar program in your school. For instance, the successful inclusion of the trampoline in the program of a neighboring school can be used to help convince administrators of

its feasibility, lack of danger under proper supervision, and value in your program. Bringing in educators from that community to explain what has been done and how it has helped would certainly make it easier to achieve your objective.

COMMUNITY FACTORS INFLUENCING EDUCATION

There are many factors that have a bearing upon the school's system and the program within the school. These factors could be termed external, in that they deal with influences outside of the school and the teacher-pupil relationship. Their importance, however, cannot be overemphasized. In the pages to follow we will mention some of them, examining the implications they have for education and possible means of working with these factors.

Economic conditions

One of the great problems facing every community today is how to obtain enough money to close the gap between the amount and quality of education that is needed and the financial support that is available. The following factors that determine the cost of education are listed by the National Education Association: the rise in enrollments, the problem of securing an adequate number of teachers at salaries high enough to attract and hold them, the need for counseling and guidance, the need for adequate facilities, equipment, etc., the need for enough classrooms to implement a modern program, and the need to lift poverty-stricken districts to a respectable level of support.¹¹

The community that is able and willing to meet these needs will have a good educational system. In relation to physical education, this means good physical plants—both indoors and out—and enough qualified personnel to administer a sound, safe, and varied class program; an inclusive intramural program; a full interscholastic program; and a practical adapted program.

In the community that is not able to afford what it should have, there are lower salaries, larger classes, less equipment and supplies, fewer personnel, and limited intramural and interscholastic programs. Possible sources of revenue are indicated below.

1. Local property taxes. This source of revenue, however, is reaching the breaking point, with many communities unwilling to approve the necessary funds for the constantly rising costs of education. In one state approximately 45 per cent of all referendums pertaining to the construction of new buildings or addition or renovation of old ones were defeated in 1959.

2. Other local taxes. Sales or other nuisance taxes are being used or considered in many communities. Opposition is so great that it is obvious that other sources must be found.

3. State aid. State aid as a reliable source has also reached a breaking point and can certainly not be expected to offer much help to local communities under present tax structures.

4. Federal aid. Dr. Conant sees only two possible solutions: massive federal aid or a radical revision in state and federal tax structures. The question of federal aid has often been pushed aside by claims that federal aid would mean federal control. Senator Wayne Morse¹² of Oregon contends that federal aid must be forth-

coming. In answer to those who contend that this will mean control, he notes the following facts about federal expenditures that did not lead to federal intervention: (a) federal aid through Works Progress Administration for 6,687 elementary schools and secondary schools, (b) construction of 5,900 schools and modernization of 33,000 others under Works Progress Administration, and (c) the millions of dollars given states for land-grant colleges under the Morrill Act of 1890.

The problem has no easy solution, but the implications for physical education, as for all education, are monumental.

Religious groups

Fifty to one hundred years ago religious groups had a great and direct influence upon the administration of a community, including the program in the schools. In recent years the separation of church and state has been more faithfully followed, to a point where the influence of religious groups is now much less and more indirect.

The *church school* has grown rapidly. Many children spend part or all of their school life without going to a public school. With conditions as crowded as they are in many public schools, this helps alleviate further overcrowding. Support for public education, however, is understandably less from this group.

Some religious groups frown upon certain activities which a school endorses. This might include social dancing, Saturday or Sunday athletic contests, and family-life courses. The attitude of some religious groups toward social dancing may cause one or more of the students to drop out of the class activity. Where the particular church is large enough, it may mean a complete breakdown of one aspect of the program, even though it is needed and wanted by the other students. The prohibition on participation in athletics on the Sabbath may also affect planning of school activities in some parts of the country. In the realm of family-life courses, some religious groups have been outspoken opponents of incorporating courses of this kind in school programs.

In order to meet these religious problems, the physical educator must base the program on educationally sound principles. The teacher should be certain that the school administration is supporting the program. If a question arises, be prepared to explain your program at a meeting of representatives of the community's churches. Listen carefully for valid criticisms and any suggestions.

Climate

Another consideration is the geographical location of your community. Your planning must take these aspects into consideration.

1. Amount of time it will be possible to be out-of-doors. It would be unreasonable to spend large amounts of money in equipping and maintaining an oversized gymnasium, to the detriment of the outdoor facilities, in southern California or Florida where the amount of time spent out-of-doors will be much greater than that indoors. Conversely, in the northern states more time will be spent inside because of the weather.

2. Activities that will be of interest to local residents. The inclusion of and emphasis on skiing and ice skating in the program in northern states would cer-

tainly be understandable, while more emphasis on tennis would be reasonable in Arizona and Texas. This does not exclude ice skating from the program in the South or the Southwest although facilities would have to be available. The emphasis on winter sports in the South, however, would not approximate that of the northern section of the country.

It is necessary to determine the activities and interests of the community as they relate to climatic factors and make efficient use of funds in light of this phenomenon.

Sociological and cultural backgrounds

The composition of your community has a bearing upon the physical education program. The races or nationalities, wealth or lack of it, educational backgrounds, and ages of the residents are just a few of the sociological and cultural factors that should be considered when planning a program.

The program in a low socioeconomic area should include many opportunities for very active participation as an outlet for aggressive tendencies that may be more apparent in this type of area. In requiring proper gymnasium attire it is important to recognize that some pupils may not have the money to purchase sneakers or gym suits. You may be able to stock-pile uniforms as pupils outgrow them. It is necessary, however, to be tactful when making these available to pupils. It is also important that showers be taken as often as possible because this may be the only opportunity some of these pupils have to take a bath.

Your community residents may be college graduates and fairly well-to-do. The physical education program should make use of the educational interests of these dads and mothers to encourage support for programs, facilities, special equipment, and supplies. The program might include more individual activities such as golf, tennis, and archery, since there is a good likelihood of making use of them out of school.

The great problem of meeting the needs of children from varied backgrounds presents a challenge to the teacher, in working not only with his or her pupils but with their parents as well. It is, therefore, important to know the parents in your community, also. Such a knowledge could come from an analysis of these items concerning the parents: (1) Interest in the Parent-Teacher Association. (2) Participation in various organizations that are important in the community. Active groups such as League of Women Voters, garden clubs, and Junior League might indicate a higher educational background and socioeconomic status. (3) Participation in hobbies and leisure-time activities. Golf and tennis clubs and riding stables may also indicate a higher socioeconomic area. (4) Interest in school sports activities. This may indicate interest and potential support if properly channeled by the physical educator. (5) Desire to conform. The danger in this lies in the possibility of conforming to mediocrity.¹

Differences in taste, attitude, and race or nationality find a common denominator in the gymnasium and on the athletic field. Breaking down false beliefs, recognizing ability, and giving a feeling of belonging can be easily accomplished in the field of sports. The physical educator can help combat the harmful social and cultural variances within the community by means of a good program.

Attitude toward education

Is the community willing and able to support the schools? How have they voted in recent referendums relating to school expansion or expenditures? Do they regularly cut the school's operating budget? If they have, it is possible that this community is either unable or unwilling to support desirable educational expenses.

As a beginning physical education teacher you should be conscious of the handicap of working where the equipment and supplies are old or in short supply, classes are overcrowded, or facilities are inadequate. The amount of relief that can be expected is largely dependent upon the attitude of the members of the community as evidenced by recent trends in voting on school budgets and referendums.

Another aspect worth noting is the degree of acceptance of educational trends approved and used in other communities or sections of the country. For instance, are they using antiquated strength tests, an excessive amount of formal work such as calisthenics and heavy apparatus? Is the term physical training still used? The answers to these questions indicate attitudes of the community and schools that may have a part in the eventual success of your program.

Pressure groups

A pressure group can be defined as an organization or group of people working to achieve a common goal. There are groups or organizations in every community, which attempt to bring pressure to bear to elect a certain candidate, to repair a street, to reduce a tax, or perhaps to change the physical education program. For instance, a Dads' Club desiring to sponsor a football league, a church group wanting to eliminate social dancing in the school, a citizens' group trying to rally support for a school referendum—all are pressure groups.

Not all pressure groups try to tear down your program. In fact, quite the opposite is true. It is possible that one of your strongest allies in combating the goals of one pressure group will be another group. It is also true that many organizations believe they are helping the physical education program by their actions when in reality they are doing a great disservice to the students. For example, a fraternal organization that gives expensive prizes or awards or sponsors a football league at the elementary age level usually does so out of a desire to be of service to the community and the school. It is only through an understanding of the possible harm that can be caused that the physical educator can effectively combat these influences.

When a physical education teacher is a member of the community, ideas are often discussed informally with him. This provides a good opportunity to encourage, dissuade, or rechannel a group of interested community members. Speaking at meetings and interpreting a good program and sending home a happy, understanding student are probably the best ways to combat undesirable group pressures.

STATE AND NATIONAL INFLUENCE

Education is a state function. The state legislature is responsible for education. Although most states follow similar administrative structures, they differ in details.

In every state there is usually a commissioner or superintendent of education as well as a board of education.

State departments of education emphasize cooperative planning. They do not serve merely as law-enforcing agencies. Although most states have the power to change school districts, they prefer to leave as much choice as possible to the local districts; however, they will bring pressure to bear where necessary. They are always ready to provide consultant services to help in the solution of local problems.

Recently, at the request of an eastern city, the state department of education conducted a school survey in that city. The recommendations included in the survey covered many aspects of education. The imminent threat of the withdrawal of state aid was one of the factors that hastened the city's compliance with many of the basic recommendations made in the survey. In the field of physical education the survey resulted in the addition of teachers, an increase in allocation for supplies, and the expediting of plans for reconditioning and enlarging existing physical plants.

For the beginning teacher it is helpful to know the minimum state standards. This is necessary, to ensure that the school provides the educational essentials. It is also important to know what the recommended standards are so that you may attempt to meet them. Since one responsibility of state departments of education is to improve the physical education programs, consultants are usually available to local schools and districts for (1) evaluation of program content, (2) assistance in curriculum revision, (3) guidance in problem situations, and (4) assistance in public relations. You will usually find that state department representatives work to find ways of improving the profession, curriculum, standards, and facilities.

Since the Constitution of the United States does not carry any provision for federal education, the state has assumed the responsibility. The state has limited its own action primarily to guidance and the specification of minimum requirements, leaving a major part of the obligation of education in the hands of the local district and thus placing more responsibility on the physical educator to constantly interpret his program.

ALLIED FIELDS

The fields of recreation and health are closely allied to physical education. The positions that are established to handle these responsibilities are sometimes within the department of physical education and in other cases are not. It is obvious that cooperation is necessary regardless of the local structure. The city of Norfolk, Virginia, has shown how the objectives of education can better be reached through close cooperation in the fields of health and physical education. Flint, Michigan, has proved extensively the values of cooperation in the fields of recreation and physical education. The accomplishments through mutual effort can be limitless when a community sets its mind to it.

Recreation

Before discussing recreation, it is first necessary to define it. Recreation is a leisure-time activity—that is, an activity that is performed during free time. It is enjoyable and wholesome something that contributes to one's satisfaction

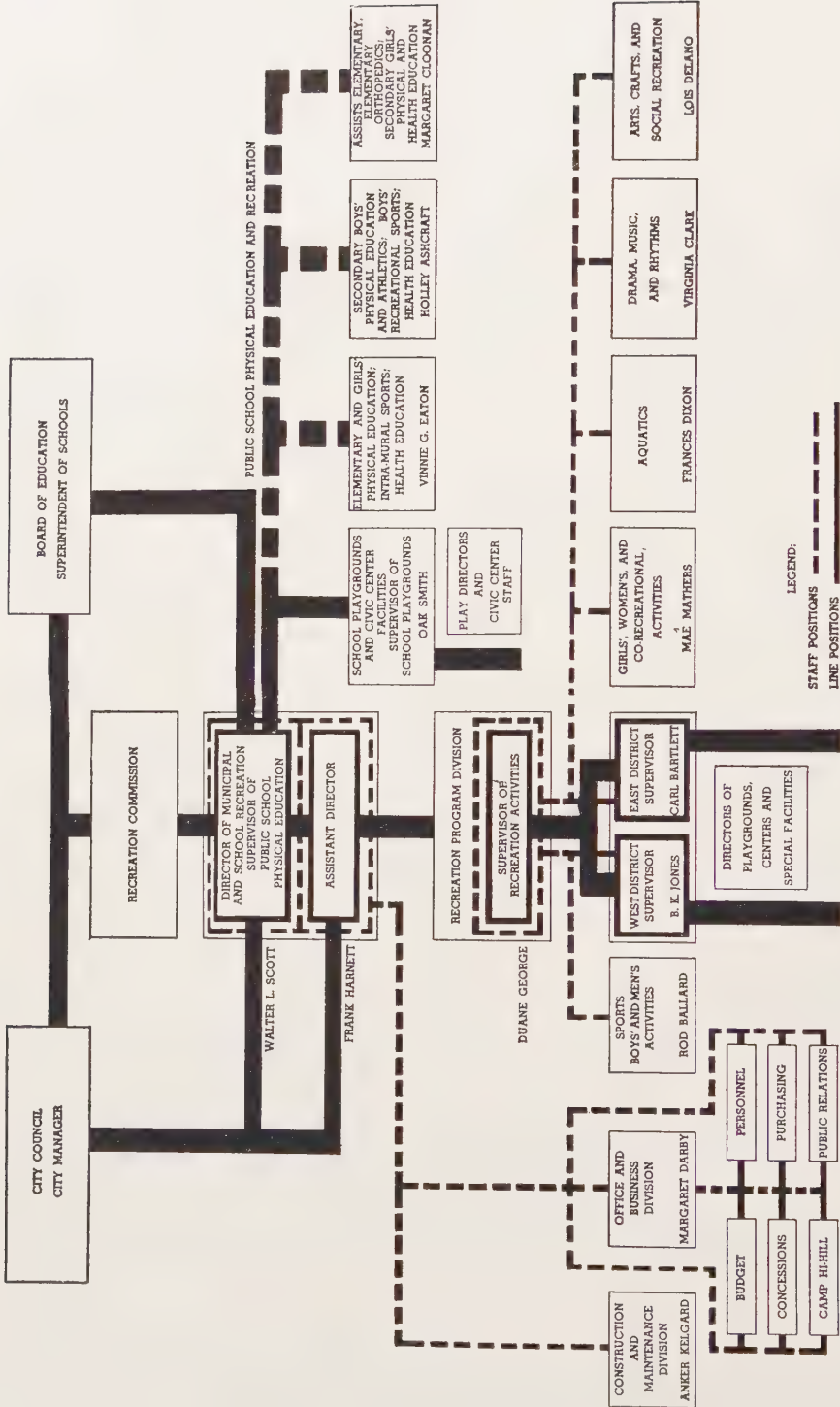


Fig. 14. Organization for a community recreation program. (Recreation Commission, Long Beach, Calif.)

and happiness. It is voluntary—something that the individual participates in because of his desire.

There are many types of recreational activities. There are those that challenge the mind and those that challenge the body. There are those that call for cooperative effort and those that involve only the individual. Integrated physical education and recreation programs can be of great value to each other in at least the following ways: (1) programming, by the use of recreation programs as a testing ground for skills learned in physical education class; (2) extension of the intramural program; (3) facility construction, avoiding duplication by constructing one unit to serve both the school and after-school programs; and (4) economies, through common use of personnel, supplies, and equipment.

There are different means of coordinating physical education and recreation. In Rochester, Minnesota, the administration of community recreation is vested in a board composed of one appointed representative from each city ward, one member-at-large and three ex-officio members representing the school board, park board, and common council. In Oakland, California, the superintendent of recreation coordinates and administers the recreation program with the costs borne by the board of recreation, the board of education, and the city. In other areas similar plans are in effect, varying in many details except the important one which is coordination or cooperation.

Communities that have minimized the duplication of personnel and established a person or board responsible for recreation and physical education list the following values: (1) dollar savings, resulting from lack of duplication of facilities and use of similar personnel; (2) stronger programs, with continuity of school and out-of-school activities; and (3) greater participation, resulting in better understanding of programs and better public relations.

In some communities the recreation board and the school board have no administrative tie, and although they work together on particular activities or problems, they also have their differences, with no ready means of working them out. The importance of cooperation between physical education and recreation cannot be overemphasized.

Health

The fields of health and physical education share much in common although they are two separate entities. It is only in recent years that the differences have become more commonly recognized. There were times when the job of health was everyone's job—from members of the mathematics department to the custodial staff—and so it was really no one's job. Today, some states have moved so far as to certify people in the field of health education, while other communities have put the responsibility in the hands of the director or supervisor of physical education. The degree to which this person is able to coordinate and guide is an important factor in establishing a good program. This is especially true when one realizes that a school health council may include any or all of the following: school principal, physician, dentist, nurse, health educator, teacher of physical education, teachers of biology and home economics, psychologist, members of guidance staff, teacher for the physically handicapped, nutritionist, dental hygienist, custodian,



Fig. 15. Health education. (San Diego County Schools.)

student representatives, parent representatives, and representatives from community health organizations.

In some communities cooperative health services may be organized by a school health coordinating council. In other communities a joint cooperative plan involves the park board, the board of education, board of health, and volunteer agencies. School health policies are formulated by the board of education and rendered by the town health department.

The values of coordination in the fields of health and physical education include the following: (1) better total education—using coordinated means to reach the goals; (2) better program planning—no duplication and more available hands to operate a complete program; (3) minimizing clerical work in handling special problems—more economical and readily available records; and (4) more prompt and complete follow-up of remediable defects, through sound and convenient use of physical education and health personnel. Coordination and cooperation are obviously the key to better health and physical education programs.

POINTS TO REMEMBER

1. There are many different types of communities.
2. Each type of community offers many implications for physical education.

3. Many community factors—including economic conditions, religious groups, climate, sociological and cultural backgrounds, attitude toward education, and pressure groups—affect education and physical education.
4. The state departments of education serve the local community through assistance, guidance, and evaluation.
5. There is a vital need for cooperation between physical education, health, and recreation.

PROBLEMS TO THINK THROUGH

1. What are the advantages to the physical education department in a community where the board of education is fiscally independent? Fiscally dependent?
2. What would you, as the physical education teacher, do in a community where there is a movement to organize a Pop Warner Football League?
3. What can you, as a physical educator, do to combat the attitude of a community which feels that taxes are too high and that the physical education budget should therefore be cut, since it is not a "solid" subject?
4. What are the implications for physical education in the drive to consolidate or centralize small school districts?

CASE STUDY FOR ANALYSIS

Select a community (where you live or where you attended high school) and indicate the sources of all money used for education. Would it be possible to secure additional money from the same sources? Analyze other potential sources of financial aid and the effects of these new sources upon the taxpayer and the schools.

EXERCISES FOR REVIEW

1. Describe the composition of the board of education in your community and the powers and qualifications of the members.
2. What are the pressure groups in your community that might affect the physical education program?
3. List possible religious factors that could affect your program.
4. What effect does climate have upon the physical education program in the secondary schools?
5. List five facets of a program of physical education that are successfully performed in communities near your own.

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Chapter 4

The school

The school has the responsibility of educating tomorrow's citizens. Although the goals of education are similar, the means to the end will differ from one school system to another. In this chapter a picture will be presented of the organization and structure of schools, so that the beginning teacher of physical education can be better prepared to take his or her place in the educational system.

STRUCTURE

School district

A school district is that subdivision that is responsible to the state for the administration of public education. Districts vary greatly in size and function. They may be formed on township and city lines, according to elementary or secondary levels, or by other divisions. The trend is away from having many, overlapping, ineffectual districts and toward the use of larger, more effective districts. The National Education Association reports that in the decade from 1948 to 1958 the number of school districts in the United States dropped from nearly 102,000 to 48,043.

Since public education is not mentioned in the Constitution of the federal government, the state has assumed this obligation. Local school districts operate under authority granted by the state. The school district, which is administered by a board of education, is therefore legally responsible to all the people of the state—not to those of the school district, only. The fact that a great amount of local freedom is allowed does not alter the legal responsibility.¹ The school board's duties are explained in Chapter 3, on the community. The agents of the board, such as superintendents and principals, are the administrators who concern themselves directly with school problems. Their duties will be discussed in detail in this chapter.

The implications of district reorganization bode well for physical education. As districts become larger, their ability to support and maintain proper physical education plants, personnel, equipment, and supplies should increase; hence, the probability of a more comprehensive program.

School system

The size of the system dictates the number and type of duties its school administrators have. In a small system the superintendent performs many separate functions. In a larger system he is concerned primarily with coordination and public relations while the many details are handled by assistant or deputy superintendents, department heads, subject supervisors, and principals.

There are many patterns of school-grade organization. The traditional pattern is the 8-4 plan in which an eight-year grade school is followed by a four-year high school. The 6-3-3 plan is very often found in larger school systems. In this organization the first six grades constitute the elementary school; the seventh, eighth, and ninth grades form a separate unit (junior high school); and the sophomore, junior, and senior classes make up the senior high school. This plan was developed to meet the specific needs of early adolescence and as an intermediate step between the self-contained grade school and the departmentalization of high school. Other plans that can be found are the 6-2-4 and the 6-6, with the main differences lying in their placement of the seventh and eighth grades. In Scarsdale, New York, they have a 5-3-4 plan. The sixth, seventh, and eighth grades are an intermediate step prior to a full four years in high school.

The school organization pattern is strongly affected by the physical plant facilities. The plan that best meets the needs of a particular system is the one which



Fig. 16. Elementary school program. (Madison Elementary School, Spokane.)

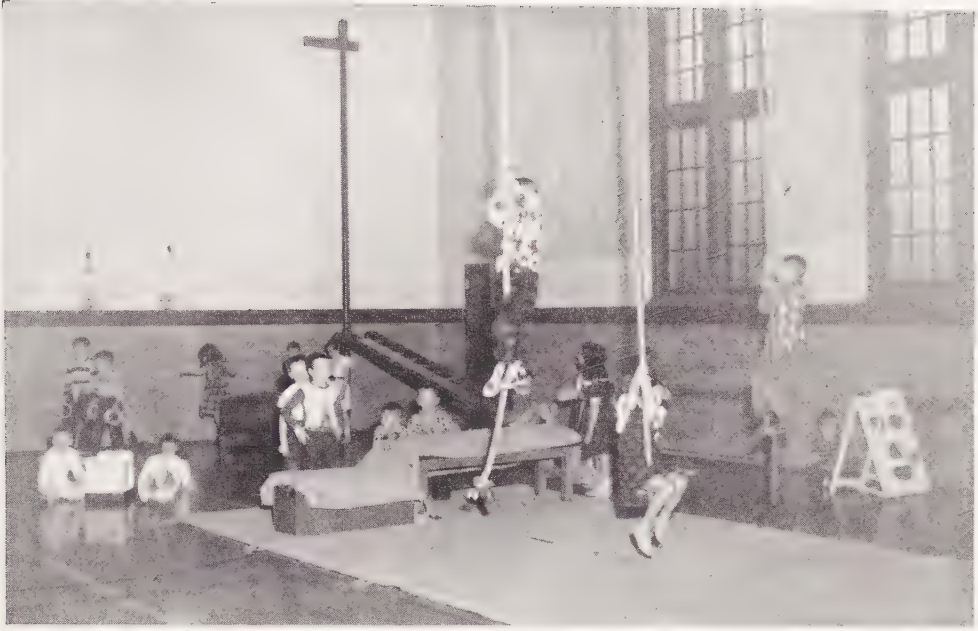


Fig. 17. Physical education in the elementary school. (Burris Laboratory School, Ball State Teachers College, Muncie, Ind.; courtesy Miss Amy Hinkle, Instructor of Physical Education.)

makes maximum use of the available personnel and facilities in meeting the objectives of education.

Elementary school

In the elementary school the pupil is with one teacher most of each school day. The only change comes when a specialist handles the class for a period one or more times each week. These specialists may include the physical educator, music teacher, art instructor, and an occasional resource person. In most elementary schools the principal is the only administrator with whom the child comes in contact.

In very small rural schools one teacher often instructs grades one through six—in one classroom at one time. A recent National Education Association survey showed that 23,695 “little red schoolhouses” were still operating in 1959.

In some elementary schools all physical education is handled by the classroom teacher. In other situations a physical education teacher may meet with the elementary class weekly or biweekly and prepare a program for the classroom teacher to use during the intervening days. In other grade schools the physical education specialist sees the children two or three times weekly and is able to establish a pattern, which simplifies the job of the classroom teacher in continuing the program.

Secondary school

The junior high school is usually composed of grades seven, eight, and nine. The block system of class organization is used. This means that the home room group remains a unit as it moves from subject teacher to subject teacher. This is

true particularly in grades seven and eight. On this level students remain in a group for all their subjects which is a practice similar to that in the elementary grades. At the same time they are preparing for the individualized high school programs by meeting a different teacher for each subject rather than only one teacher for most subjects as they did in the grade school.

It is difficult to present a picture of a typical high school because of the variety in the size of the schools. They will range from small rural schools with fewer than a hundred pupils to large city schools that house student bodies in the thousands. There are, however, certain *basic factors* that are true regardless of size or location:

1. Secondary education is usually coeducational.
2. Guidance is offered in most schools by specially trained personnel.
3. Extracurricular activities are an important part of the program.
4. Secondary schools are prepared to offer terminal education, as well as college preparation.
5. Individual courses of study are prepared for the students.
6. Teachers are specialists in subject areas.

There are many *handicaps in the small high school* which have brought about the present tendency toward centralization and consolidation. Some of these are listed below:

1. Meager curriculum offerings—inability to hire teachers for small groups of gifted children.
2. Inadequate equipment—such as library, gymnasium, shops, laboratories, etc.—due to lack of funds for these expensive items.
3. Inferior opportunities for social development—small number of children of comparable age and interests.



Fig. 18. Physical education in the secondary school. (San Diego County Schools.)

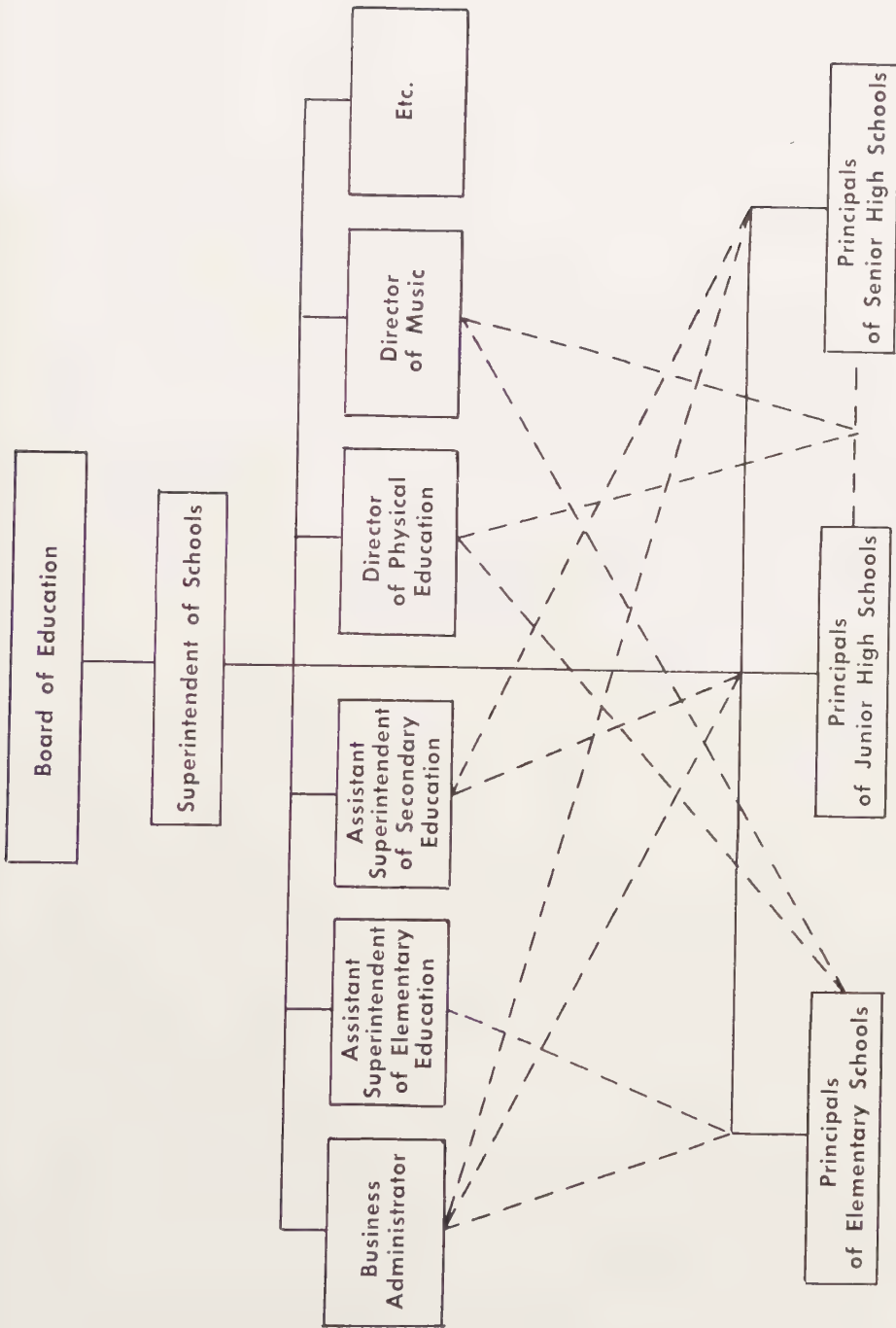


Fig. 19. Basic structure of a school district.

4. Inferior staff—lower pay scale and living conditions, due to lack of funds available.²

The *larger high schools* are generally able to offer a much more varied curriculum. Many educators have pointed to the necessity of challenging our gifted pupils and bringing along the slower ones. In the large high school the opportunity to meet these and other objectives is more readily present. Dr. Conant,³ among recommendations in his survey of American high schools, calls attention to these needs:

1. More counseling.
2. Individual programs.
3. Grouping according to ability.
4. Consideration for slow readers.
5. Programs for the academically talented.
6. Prerequisites for advanced courses.
7. An academic honors list.
8. A developmental reading program.
9. More foreign languages and sciences.

The opportunity to meet children's needs is greater in a larger school—one with a graduating class of at least one hundred pupils. In a large school there are usually enough gifted pupils to fill a special class. The more experienced and better teachers are attracted to the larger school by better salaries and working conditions. The curriculum is more varied because full-time teachers are hired to teach the slow readers and the languages, the sciences, and other needed courses. Guidance personnel are more readily available.

Specialists almost always handle the physical education program on the secondary level. In some junior high schools the arrangements are similar to the elementary school procedure, but more and more schools are using physical educators to handle the entire program, as they do in senior high schools.

PERSONNEL

Responsibility for the operation of the local schools rests with the board of education. The board hires a professional educator to administer the school system. This practice is about 125 years old. It started when education grew to be more than could be handled by the existing town officials. Now, as then, administrators attempt to solve the ever-present problems of public education.

Superintendent

The chief school official hired to supervise a school system is the superintendent. In a small community he may double as the principal of a high school and may be referred to as the district supervising principal. In larger communities he has an office staff and possibly an assistant to handle his myriad responsibilities. In large cities or towns he has numerous assistants, deputies, or associates to assist in the various duties. (See Fig. 19.) Included in the superintendent's charge are these responsibilities:

1. School organization—establishes the school structure for the system.
2. Curriculum development—establishes groups to conduct curriculum revisions in all areas.

3. Personnel recommendations—recommends to the board those individuals needed to fill vacancies.

4. Administration of all the school plants and facilities—supervises maintenance, construction, and repair of all plants and facilities.

5. Budgetary recommendations—submits budget recommendations to the board of education.

6. School-community relations—fosters good public relations through public appearances, meetings, and so forth.

7. Advice—advises the board regarding policy changes, procedures, and practices, presenting educationally sound, workable suggestions.

8. Publicity—keeps the board informed, giving reports on educational trends and notice of special school activities.

To assist in these responsibilities and make recommendations to the superintendent there may be any or all of the following individuals as part of the administrative organization in the school system: assistants of secondary education and/or elementary education; business administrators; school health assistants; personnel assistants; public relations assistants; curriculum assistants; directors of special areas such as art, music, library, industrial arts, physical education, and buildings and maintenance.

It takes dynamic, intelligent leadership to meet today's demands, increased as they are by more pupils, greatly expanded programs, and new plants.

Principal

In each school within any system, the principal is the chief administrator. His duties vary, depending upon the size of the school. In a small building he may teach some classes in addition to his supervisory and administrative responsibilities. In larger schools he not only is relieved of his teaching duties but also has some administrative assistants. They may include an assistant principal, guidance personnel, department heads, dean of girls and/or boys, and a custodial head. (See Fig. 20.)

The principal's responsibilities are similar to the superintendent's. They consist of executing the educational policy as outlined by the superintendent, directing the instructional program, promoting harmony and a democratic feeling within the faculty, encouraging and directing good school-community relationships, and supervising the maintenance of the physical plant.

It is usually difficult for a principal to get to know all the pupils in a large high school, but as a rule the pupil-administrator relationship will be much better when the principal is able to get to know his pupils. Many administrators drop in at a rehearsal, team practice, or sports event not only to observe the teacher but also to let the students know that he is interested in their activities.

The principal works closely, also, with the parents. He plays an important role in the local Parent-Teacher Association and in community affairs. He meets with parents to discuss student problems regarding college, grades, or discipline or he acts as the intermediary to bring parents and teachers together to discuss these problems. The work of principals is time consuming and tedious.

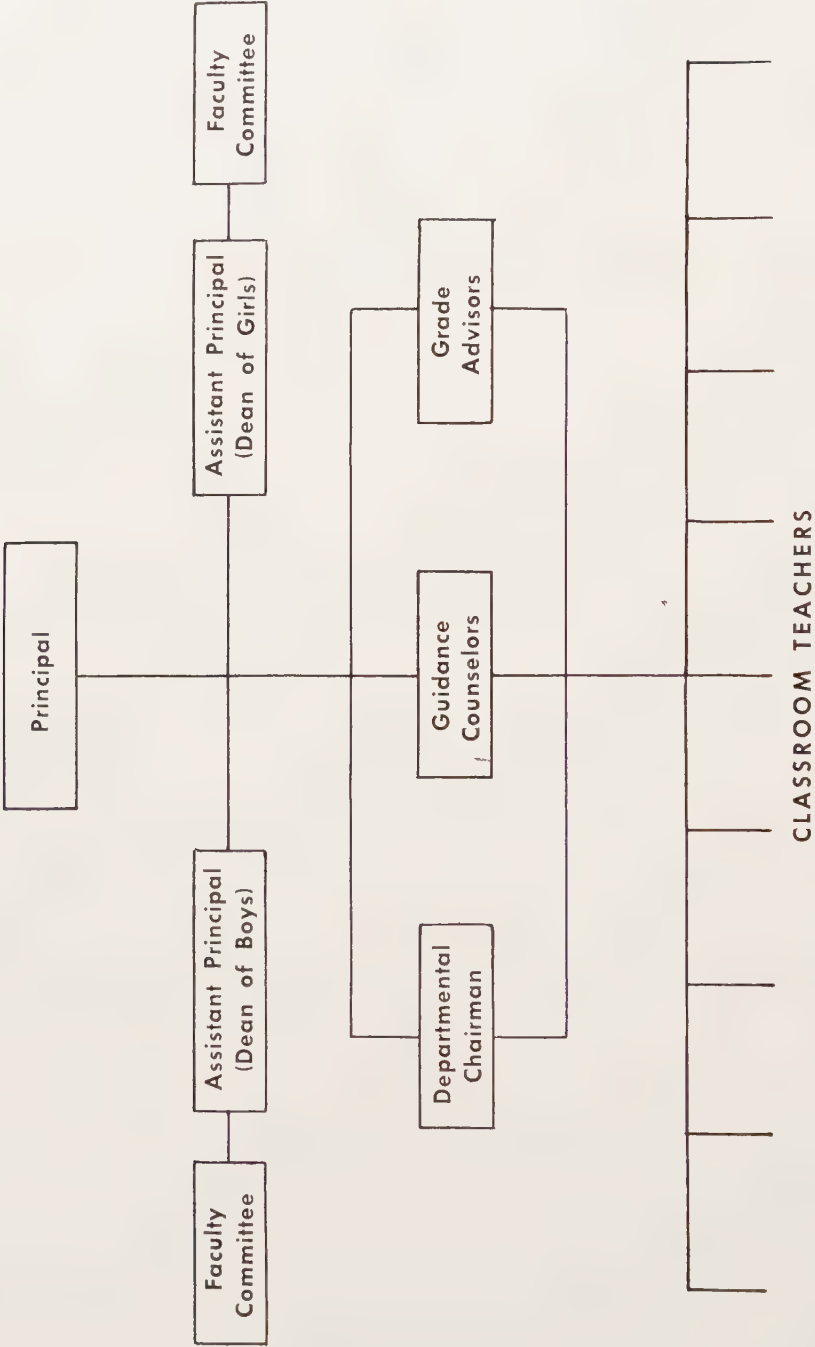


Fig. 20. Administrative structure of a secondary school.

One of the responsibilities of a principal is to establish a democratic administration. This means that you have an obligation to participate in the formulation of policies. Of course, it is the principal's decision to use or to discard any suggestions, but it is the successful and wise administrator who listens to faculty suggestions—whether in open meetings, through committees, or in personal conferences. Faculty committees are usually appointed by the principal to work with specific problems such as grading, graduation, discipline, or the honor society. The committees present their recommendations to the faculty and the principal, to be used in the formulation of school policies. A knowledge of the formation and the functioning of these committees can be invaluable to the new teacher. It is also important to know the function and frequency of staff meetings and the channels through which problems, questions, and suggestions may be presented. Knowing how you may approach your supervisor can play an important part in the satisfactory adjustment of the beginning teacher.

Department heads

Depending upon the size of a school system, there may be heads of special subject matter areas. In large systems these administrators are necessary because it would be an impossible task for the superintendent to supervise and direct all the personnel. These heads assist the superintendent by coordinating the work of all the teachers in their special fields.

Similarly, in the larger high schools there are department heads to assist the principal in his duties. These people usually teach a number of classes but are also assigned time to do their supervision, organization, and guidance. In smaller schools a department representative is often appointed by the principal to act as a liaison between the administration and the department when it is inconvenient to meet with the faculty as a whole.

In the field of physical education it is the usual practice in the larger school systems to have a director or supervisor who coordinates the work and supervises all the physical education teachers. In the smaller systems the superintendent or an assistant in charge of secondary or elementary education may supervise the physical education teachers.

Teachers

Teachers are hired by the board of education upon recommendation from the superintendent. A recommendation generally comes from a principal or department head.

In small schools a teacher often must teach two subjects, and possibly on two levels. This situation is not usually prevalent in larger schools. Physical education teachers on the secondary level usually administer the program in one school. In some systems they may have to teach in more than one school. On the elementary level physical education teachers, like other elementary teachers of special subjects, often teach in several schools.

It is becoming more common to use specialists in health to handle all health instruction; however, in many systems the physical education teacher still doubles

as the health teacher—and possibly as the driver education teacher, as well. Specific problems and details that the new physical education teacher must face are discussed in other chapters.

Custodians

Responsibility for the maintenance of the building rests with the principal. It is customary for a principal to delegate this responsibility to a head custodian. The importance of this aid to good teaching becomes very evident when the temperature is too high or seats are in disrepair and conditions are not satisfactory for good learning. A means of communication from the teacher to the custodians is usually established so that these environmental factors can be quickly controlled and kept at optimum standards.

Specialists

Once again, the size of a system usually determines how many specialists will be part of the professional staff and just what their duties will be.

Medical staff. A large system may have a full-time physician in charge of the nurses and part-time physicians who assist in the yearly examinations, follow-up of remediable defects, examination of athletic team participants, etc. The medical staff in a smaller system may consist of a nurse who is assisted for a few hours weekly by a local physician.

Supervisory personnel. The range in this area will be from numerous assistants in the large system to a superintendent or supervising principal who is the primary supervisor in a small school.

Curriculum specialists. Responsibility for the curriculum may be placed in the hands of committees of classroom teachers or it may be the responsibility of curriculum specialists who organize and supervise all revisions.

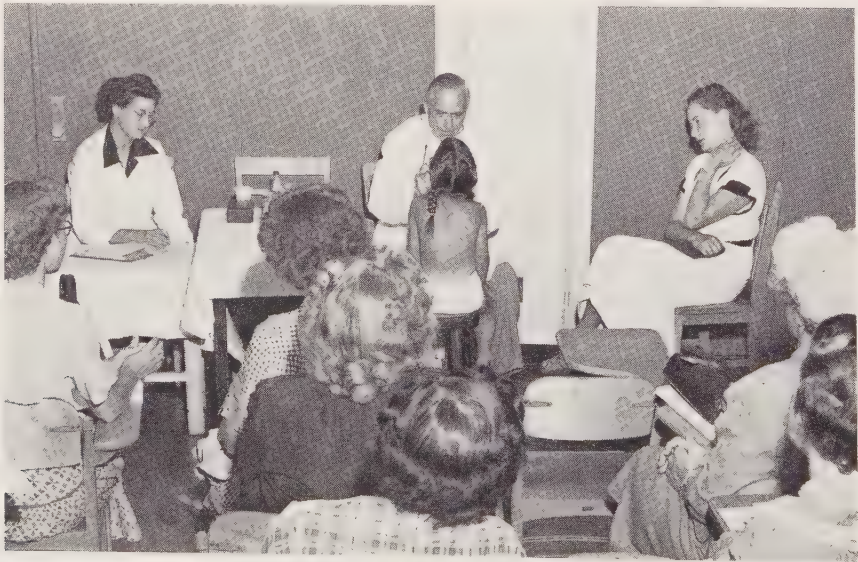


Fig. 21. The school physician. (San Diego County Schools.)

Guidance specialists. Professional workers in this field may include psychologists as well as other guidance personnel.

Business administrator. The details of business administration may be assigned either to an individual or to a staff responsible for the maintenance and repair of all plants, as well as the preparation and distribution of all supplies, texts, or equipment.

Cafeteria personnel. Supervision may be handled on an individual basis in each school or it may be handled through a head dietitian responsible directly to the superintendent.

FACILITIES

A good educational program does not need an ideal plant, nor does an ideal plant guarantee a good program; however, they complement each other. School construction is a major problem in the United States. Since the physical education department is one of the most expensive items in the school, this problem is of particular interest to the physical educator. Multiple use of the physical education areas such as the gymnasium, playfields, and pool undoubtedly engenders more support from the voting public for school construction. This implies the use of the facilities during evenings, week ends, holidays, and summers, in addition to school hours. Some communities that make extensive use of their school plants are Oakland, California; Spokane, Washington; and Norwich, Connecticut. In these areas public reaction to educational expenditures is generally more favorable than the national average. This is undoubtedly true because many of the residents themselves are involved in the use of the school building, have a better understanding of where their money goes, and are therefore more inclined to support educational referendums.



Fig. 22. Facilities—an important consideration. (Lincoln High School, Yonkers, N. Y.)

Multiple use of facilities is not a panacea for education but has implications for the physical education teacher. Extensive use of facilities and proper interpretation to the public may help alleviate some of the problems relating to plant and facilities.

CURRICULA

Today's secondary schools vary greatly in the type of courses offered and in size and organization. If the trend toward centralization and consolidation of districts continues it will help most schools to offer comprehensive programs and greatly raise the level of education.

There are three basic curricula offered on the secondary level. Some schools offer all three, which is a good, comprehensive program. Others offer only one or two of these types.

General. The general curriculum is usually a terminal education program which meets state requirements for graduation, covering the basic courses in English, history, science, mathematics, physical education, art, and music.

College preparatory. This program includes the same courses as above, at an advanced level, plus added units in any or all of the following which are required for college entrance or are used for advance standing: foreign languages, sciences, mathematics, music, art.

Vocational education. The curriculum here includes basic courses in English, history, practical mathematics, and physical education—plus specialization in the chosen vocational area—such as bookkeeping, typing, welding, auto mechanics, food trades, designing.

In most schools grades seven and eight follow the required courses; grade nine allows for some exploration; and the tenth, eleventh, and twelfth grades allow the student to follow his chosen course of study. This pattern is usually selected by joint effort of the pupil, parents, and guidance personnel.

In some small schools the choice may be limited; therefore, a student may be forced into a pattern or track he would not select if given a choice. In some larger cities special schools meet the needs for special courses. In many cities there are schools that concentrate in a particular area, such as science, music and art, machine and metal trades, aviation, and food trades.

The type of course a student follows in high school has no bearing upon the amount of physical education required. It is generally accepted that this instruction is necessary for all students.

KEYS TO EDUCATIONAL SUCCESS

Indicated below are some characteristics of a secondary school that are essential for good education.

Use of the democratic process. The principal uses this process in his relations with his staff as well as with the students and allows them a voice through elected representatives.

Harmony and cooperation between all staff members and departments. The teachers work together not only to coordinate subject matter but also to support and coordinate those special events that are so much a part of school life. The

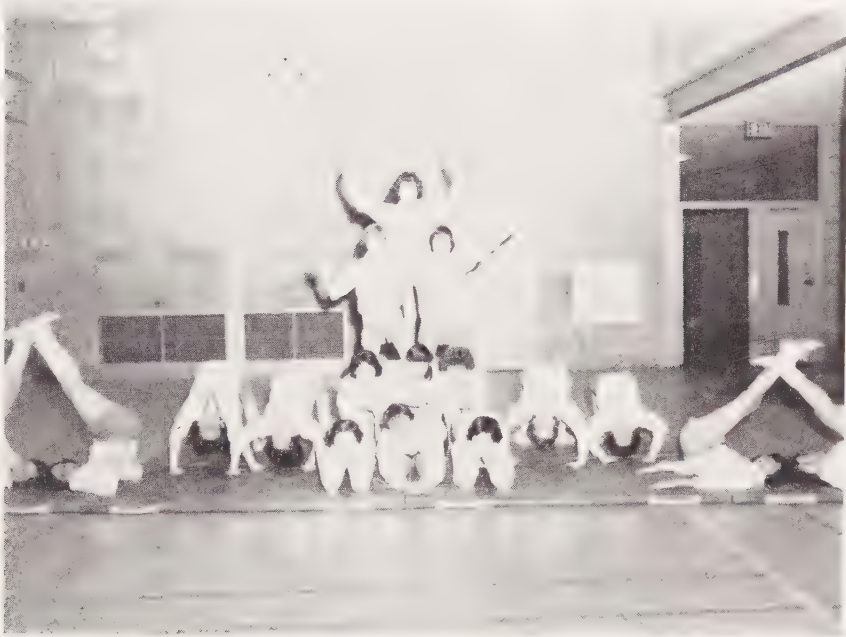


Fig. 23. Good teacher-pupil relationships. (Teacher with glasses.) (Hartsdale Public Schools, Hartsdale, N. Y.)

efforts of all teachers are harmonized to culminate successfully a music festival, school dance, general organization membership drive, athletic event, or other school-sponsored project.

Good teacher-parent relationships. Parents feel they can approach their child's teacher to discuss any problem and the teacher feels that he or she can call on parents for assistance when necessary. The relationship is one of mutual respect which provides the basis for a frank discussion between parent and teacher of problems and possible solutions.

Good teacher-pupil relationships. Mutual respect exists between pupils and teachers. The teacher is aware of the need and the methods for earning this respect from his or her pupils and, therefore, is the one to foster this feeling. He or she is able to establish rapport with pupils, which greatly contributes to the success of his or her program.

Size. The school is of sufficient size to economically offer a comprehensive program. It has been stated that there are too many school districts and there should be only half as many to get any sort of financial stability and to provide schools of economical size.⁴

PHYSICAL EDUCATION DEPARTMENT

Howard L. Bevis,⁵ President of Ohio State University, has said that the physical education of young people is a major factor in their development. It always has been and will continue to be.

In order for beginning teachers to better meet their responsibilities, it is neces-

sary to understand the place of the physical education department in the school and the responsibilities of the personnel in the department.

Structure

The positions of physical educators are sometimes more involved than those of other teachers. As teachers, they will be under the direct supervision of the principal of the school. In many systems, however, there is a director or supervisor of physical education who represents the superintendent of schools in his special area. One would expect this supervisor to have direct control over the members of his department. This is not usually the case. Although the director is responsible for the coordination of all physical education in the system, his or her role is primarily that of an advisor to the principal and superintendent. The relationship of physical education instructors, their director, and the principal is a delicate one and should be understood by the new teacher so that he or she may avoid the obvious pitfalls. Be sure to find out the chain of responsibilities in your system. (See Fig. 24.)

Personnel

In the field of physical education, the responsibilities will be dependent upon the size of the system. In a small school one person may handle all the physical education duties from kindergarten through the twelfth grade. In other communities, the responsibilities may be divided by director, chairman, and teachers.

Director or supervisor. There is a trend that recognizes the necessity for one person to oversee and coordinate all physical education in a school system. In at least one state, a physical educator may become certified as a Director of Health, Physical Education, and Recreation. His responsibilities are to help establish policy; see that it is carried out; organize and administer girls' and boys' physical education programs at all levels; check facilities; coordinate programs; supervise teachers; help prepare budget; organize all athletic programs, including scheduling—as well as arranging for officials, transportation, equipment, and insurance; and assume responsibility for all equipment and supplies.⁶ In some communities, these responsibilities are divided between the coach at the high school and an assistant or deputy superintendent.

Chairman. The chairman of a department is usually appointed by the superintendent of schools. In some schools there is no formal department head, but merely an individual appointed by the principal to act as representative of the department. In most instances this person is the immediate supervisor of the physical education teachers. Part of his or her responsibilities may be to assist in the evaluation of a new teacher's performance. Such a teacher may teach a full program and receive extra compensation for duties rendered, may be relieved of some or all teaching responsibilities to allow time for administrative duties, or may merely be the department representative and have no supervisory responsibilities. He may be the athletic director, which means that he will arrange for and plan all interscholastic athletics. However, this may or may not be in addition to the responsibilities assigned to him as the department head.

Teachers. The teacher of physical education will handle the physical educa-

tion classes, assist in curriculum evaluation, make suggestions for the improvement of the program, handle the intramural and interscholastic programs, and assume other obligations to the school that fall to the lot of every teacher.

The new physical education teacher. Two of the main responsibilities confronting a new physical education teacher are to be accepted (1) as part of the

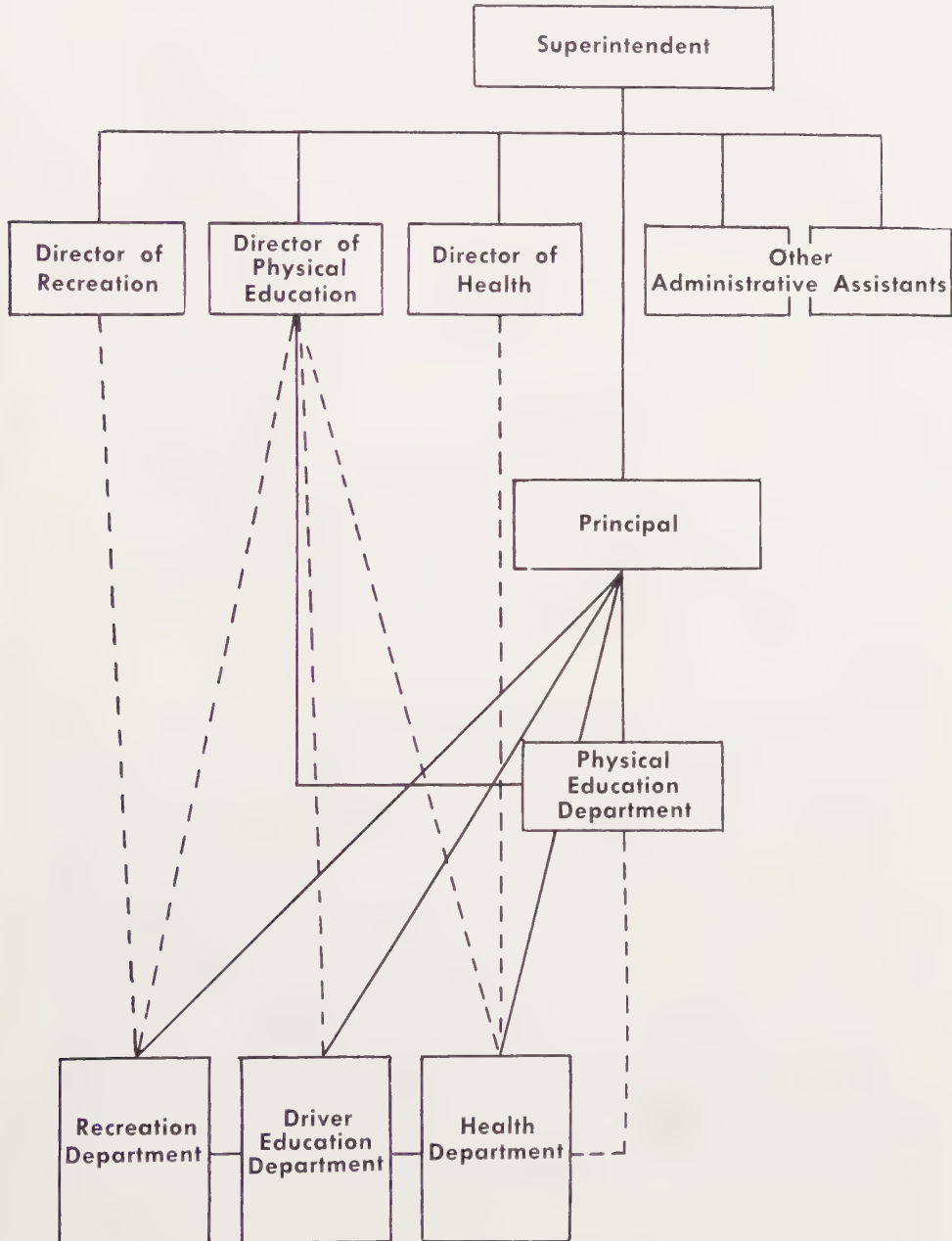


Fig. 24. Administrative structure of physical education in a school system.

total school and (2) as an important part of the physical education department.

1. Part of the total school picture. Some teachers look upon the physical education instructor with a certain amount of envy. Whose name is in the paper most often? To whom do almost all the children react favorably? Who is affectionately called "Coach"? Who is usually given the biggest hand when introduced in assembly? Who is most often called upon to assist the administration? Many times it is the physical educator.

One way to gain the respect of your colleagues is to do your share of the so-called boring, routine jobs that are so much a part of the school day. These might involve distribution of supplies, detention assignments, lunchroom duty, or graduation practice. It is well worth the effort to shoulder your share of the day's responsibilities.

As a member of a school, you should show an interest in school activities and projects of all kinds. There is always something to be done—to help with the annual concert, the dramatic presentation, or the magazine drive, as well as to participate in Parent-Teacher Association meetings, staff meetings, and even faculty social functions. You should know the teachers in your school, and as you do they will most assuredly gain a new respect and insight into you and the physical education department. This could very well lead to a more honest evaluation of the physical education program and to new supporters for its rightful place in the school curriculum.

2. Member of the physical education department. As is true for any new worker, it is necessary to prove to your peers your capability, flexibility, and sincerity. To do this you must do your job as best you can and respect the experience and seniority of your colleagues. Do not be afraid to speak your mind, but remember that your colleagues have experienced what you have only studied about. Consider the whole picture, observe carefully and thoroughly, and have positive, realistic suggestions when discussing any facet of the program that you believe could stand improvement.

Interscholastic athletics

This part of the physical education program usually involves much controversy. In the early 1950's the college basketball scandals roared into the headlines; in the late 50's, with attention on "Sputnik," the demands for more science and mathematics were the vogue. During that period the advocates of less interscholastic athletics were vociferous. Fortunately, there were many voices raised in defense of the need and value of physical education in general and interscholastic sports in particular. The battle still rages. It is especially necessary, therefore, that physical educators use educationally sound principles in the performance of their duties so that they are able to defend their program by action and words at all times.

It is unfortunately true that there are some coaches who go to extremes in the handling of their teams. These are the men who drive their teams unmercifully, attempt to pressure teachers to keep boys eligible, feel they have to win at any cost, and devote too much of their time and energy to their teams—to the



Fig. 25. Interscholastic athletics.

(Phil H. Webber, Seattle.)

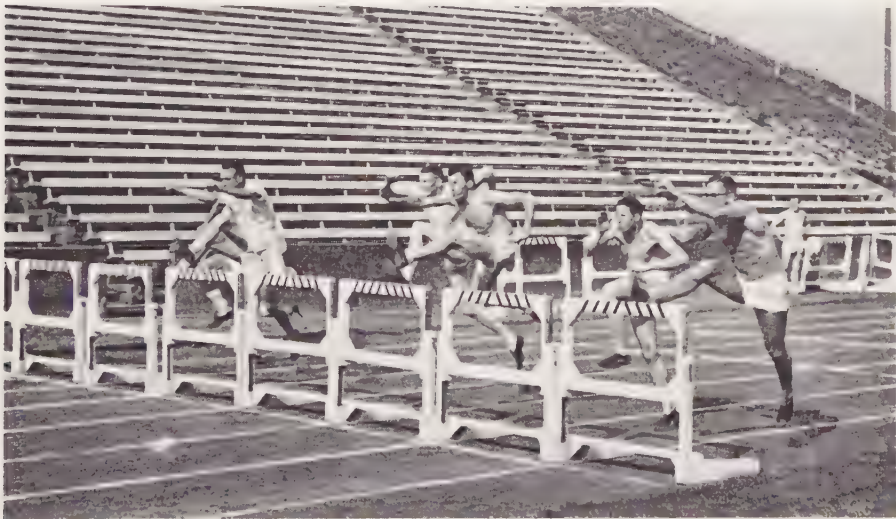


Fig. 26. Interscholastic athletics.

(E. F. Marten, Seattle.)

detriment of their physical education classes. These people do not help to advance the cause of physical education.

It is important to have interscholastic sports in its proper place in the program. It is of great value: to challenge the athletically gifted child, to kindle and keep aflame the spirit of a school body, to unite and give a proud feeling of belonging to the members of a school, and in many other ways. It is, however, only one part of a physical education program.

Interpreting physical education*

Too often the physical educator or coach is considered apart from the educational staff. The faculty is educating the child—the physical educator is exercising him.

The challenge of this must be met by you as a physical educator. You must have a sound philosophy of education and an understanding of the place of physical education in the development and growth of the child. You must be exemplary in the performance of your duties. Do not be afraid to speak your mind at faculty gatherings; in fact, you should show that you are aware of and interested in the total education of the child. This interpreting of physical education must be directed not only to faculty members but to the community as a whole.

The physical educator has many means at his disposal to interpret the program. As mentioned in Chapter 3, speaking at meetings of the Parent-Teacher Association, or at Rotary, Elks, Masons, Kiwanis, and other clubs is a most accepted and effective method of presentation. Physical education demonstrations, sports nights, and athletic contests can also be good publicity.

The best selling point, however, is the student in the physical education class. If pupils understand why they spend hours on the playground or in the gymnasium, their reactions and comments at home are the best means of interpreting the program to parents. In order to accomplish this, however, students must receive more than a chance to play ball. There must be an understanding of the accumulated values of a well-rounded program. Your students, then, can be your best salesmen. Educate them well, and the opportunity to do an even better job will generally be forthcoming because of increased school and community support.

POINTS TO REMEMBER

1. The structure of a school district.
2. The personnel involved in education.
3. The types and characteristics of secondary schools.
4. The place of the physical education department in the total school picture.
5. The new physical education teacher as a member of the department and the school.
6. The problems inherent in a poorly conceived philosophy of interscholastic sports.
7. The means of interpreting physical education to fellow teachers.
8. The means of interpreting physical education to the public.

PROBLEMS TO THINK THROUGH

1. What are the values in having a department chairman? How large should a department be to have a chairman?

*See Chapter 10.

2. What are some of the considerations that face a new teacher?
3. How might a coach avoid alienating members of the school faculty?
4. What are the advantages of a secondary school that has a graduating class of 100 pupils?
5. What value would a director or supervisor of physical education be to a school system?

CASE STUDY FOR ANALYSIS

Every teacher is responsible to his or her principal. Many physical education teachers are also supervised by a department chairman and/or a director or supervisor of physical education who represents the superintendent of schools. Analyze the chain of responsibility of all physical education teachers in a school system containing one senior high school, one junior high school, and four elementary schools. Consider possible friction points between the supervisory personnel. How can physical education teachers avoid difficulty in their relationships with their supervisors?

EXERCISES FOR REVIEW

1. What are the responsibilities of the superintendent of schools regarding physical education?
2. How may the physical education teacher best interpret his program to the general public?
3. To whom may the new physical education teacher turn for help and guidance? Indicate the specific areas needing assistance and the individuals who might be of greatest value.
4. Write a speech that could be used to interpret physical education to a Parent-Teacher Association, men's club, sports night dinner.

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Part Three

The goals



(Lincoln High School, Yonkers, N. Y.)

The goals of physical education

Many parents are confused about the real worth of games and sports as part of the school program. Over the years the authors have had the opportunity to discuss physical education with many people. Some of their comments reflect this confusion: "It's exercise done to command." "A matter of arms and legs and good intentions." "Something that entertains the students—a necessary evil." "A good device to keep the kids off the street." "Just an extracurricular activity—a frill, a fad." "It certainly isn't part of the educational program—merely an appendage." "Too much time should not be devoted to it—above all, don't take time away from learning science and mathematics."

If physical education and play do not mean more than these comments indicate, they should be abolished from the school program. After all, there are more than 100,000 leaders getting paid nearly one-half billion dollars annually in this specialized field today. Over 40,000,000 school children are being exposed to their programs. Gymnasiums, swimming pools, playgrounds, and recreational facilities are being constructed at a cost of billions of dollars to taxpayers. An up-to-date gymnasium costs at least \$250,000 and a 75-foot swimming pool \$60,000; even the basketball that the kids bounce up and down the floor costs \$20. The average gymnasium is one of the most costly parts of the school building and takes up space equivalent to ten to fourteen classrooms. Why pay all these teachers, construct these expensive facilities, and take up valuable space unless they are going to produce results—unless they are an important phase of education?

Parents are demanding the answers to such questions. They have become vitally interested in their child's education. This interest has mushroomed until today there are over 12,000,000 members of Parent-Teacher Associations throughout the country. They want to make sure their children have the benefits of worthwhile educational experiences. They vote money only for those things they consider sound.

As these parents scan the educational programs of their communities, they should become increasingly aware that children do not learn, grow, and develop during only those hours spent at their desks in reading, writing, working with paper and pencil. There are other times which may be even more important—time spent in taking a trip to the zoo, going to camp, making a doghouse, attending a dance, and YES, playing on the field, in the gymnasium or swimming pool.



Fig. 27. The organic development objective refers to the building of physical power in the student. (Lincoln High School, Yonkers, N. Y.)

KNOWLEDGE OF OBJECTIVES—AN IMPORTANT CONSIDERATION

Upon the shoulders of the teacher of physical education rests the responsibility for interpreting to students, their parents, and the public in general the objectives of their specialized field. And this cannot be done unless the teacher understands clearly the goals of physical education.

Each student of physical education and each teacher in the schools should know the objectives they are trying to reach. These aims represent the worth of this specialized field, they show the contribution that can be made to young and old alike, they provide a guide for action in our day-to-day programs.

It is impossible for a teacher of physical education to do a worthy educational job unless he or she knows the objectives of the field and how they fit into the total education picture. Trying to work without such vital information would be analogous to a carpenter trying to build a house without blueprints to guide him.

MAJOR OBJECTIVES OF PHYSICAL EDUCATION

The general objectives of physical education are usually stated in broad terms with no distinction made for boys or girls. The physical education profession has selected through its leading authorities the general objectives of organic develop-

ment, interpretive development, neuromuscular development, and personal-social adjustment.

Organic development objective

The organic development objective refers to the building of physical power through development of the various organic systems of the body. It is concerned with a state of vigorous health and physical fitness. Physical power is built in the individual partially through participation in a program of physical activities. Such participation, if engaged in wisely and adapted to the needs of the individual, results in the ability to sustain adaptive effort, the ability to recover, and the ability to resist fatigue. The value of this objective is that an individual will be more active, have better performance, and be healthier if the organic systems of the body are functioning properly. Physical activity helps these organs to function properly. Through vigorous muscular activity the heart provides better nourishment for the body and the person is able to perform work for a longer period of time with less expenditure of energy. Such a condition is necessary for a vigorous and abundant life. Throughout the entire day a person is continually in need of vitality, strength, endurance, and stamina—both to perform routine tasks and to meet emergencies. A well-planned physical education program can help equip the student with these essential items.

Neuromuscular development objective

Neuromuscular skills are concerned with proficiency in the performance of physical activities. They include the coordinations, rhythms, accuracies, and poise

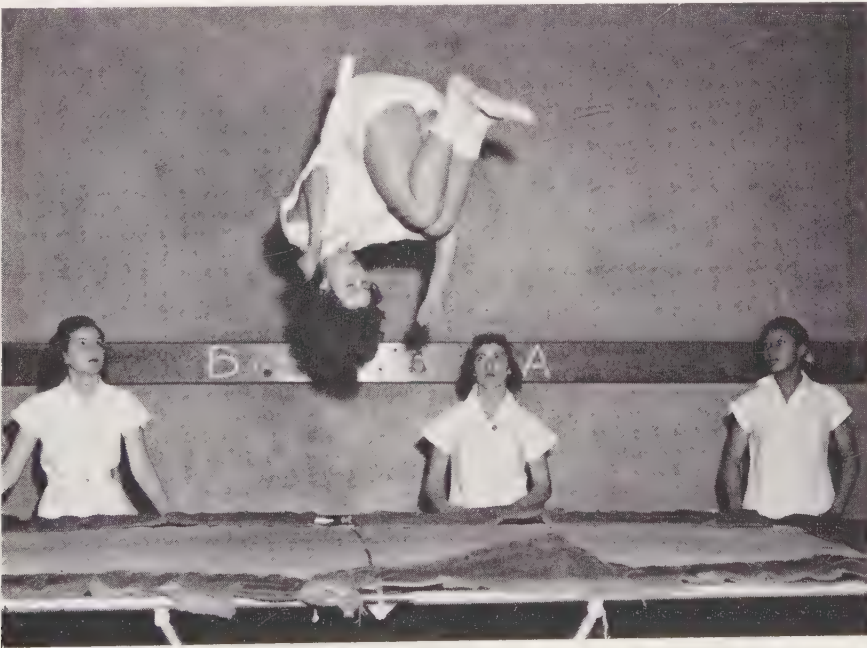


Fig. 28. Neuromuscular skills are concerned with proficiency in the performance of physical activities. (Yonkers Public Schools.)

that lead to excellence in executing various games, sports, and physical skills. Neuromuscular development is concerned with cutting down waste motion, with performing physical acts in a proficient, graceful, and esthetic manner, and with utilizing as little energy as possible in the process. This has implications for one's work, play, and any other activity requiring physical movement. This objective is sometimes referred to as "motor" development, a name that is derived from the relationship between a nerve or nerve fiber which connects the central nervous system, or a ganglion, and a muscle. As a consequence of the impulse thus transmitted, movement results. The impulse the nerve delivers is known as the motor impulse.

Motor or neuromuscular development is very essential to physical education. With increased cortical control of the body there is less waste motion; consequently, coordination and skill are increased. Greater skill and proficiency and fewer errors mean more enjoyment of the activity and desire to engage in it. It is human nature to like to do those things in which one excels. It is very important to the physical education profession, to the individual, and to society in general, to develop many and varied skills in the individual. In this way, the desire and motivation will be present to spend time regularly in activities which will result in a more totally fit population.

Interpretive development objective

Interpretive development involves knowledges, judgments, and appreciations attendant to performing physical activities. It is concerned with an accumulation of knowledge essential to enriched living and the ability to think and to interpret situations which are continually encountered in day-to-day living. The accumulation of knowledge takes place when the person gains information concerning the



Fig. 29. Gaining knowledge in regard to out-of-door activities. (San Diego County Schools.)

body, the importance of exercise, the need for a well-balanced diet, and the values of good health attitudes and habits.

Interpretive development also includes knowledge of the importance of sanitation, factors in regard to disease prevention, community and school agencies which provide health services, rules and regulations in regard to various games and allied activities, techniques and strategies involved in organized play, human relations, and many other items which prove useful to living a full life. The ability to think and to interpret situations is developed through many experiences in games and sports. These experiences develop a sense of values, an alertness, the ability to diagnose a situation under tense conditions, the ability to make a decision quickly and wisely under highly emotional conditions, and the ability to interpret human actions. A body of knowledge is stored away to be called upon at some future time. This will help in making discriminatory judgments, discerning right from wrong, and distinguishing the logical from the illogical.

Table 3. Frequency of physical education objectives from authoritative sources*

| | <i>Organic development</i> | <i>Interpretive development</i> | <i>Neuromuscular development</i> | <i>Personal-social adjustment</i> |
|-------------------|--------------------------------|-------------------------------------|--------------------------------------|---------------------------------------|
| AAHPER | X | | X | X |
| Bookwalters | X | X | | X |
| Brace | X | X | X | X |
| Brownell-Hagman | X | X | X | X |
| Bucher | X | X | X | X |
| Clarke | X | | | X |
| Cowell-Hazelton | X | X | X | X |
| Daniels | X | | X | X |
| Davis-Lawther | | X | X | |
| Duncan-Johnson | X | X | X | X |
| Evans-Gans | X | X | X | X |
| Hughes-French | X | X | X | X |
| Irwin | X | X | X | X |
| Knapp-Hagman | X | X | X | X |
| Kozman et al. | X | X | X | X |
| LaPorte | | X | X | X |
| Larson-Hill | X | X | X | X |
| LaSalle | X | X | X | X |
| Mathews | X | | | X |
| McCloy | X | X | X | X |
| Miller-Whitcomb | X | X | | X |
| Nash-Hetherington | X | X | X | X |
| Neilson-Van Hagen | X | X | X | X |
| Nixon-Cozens | X | | X | X |
| Oberteuffer | X | X | X | X |
| O'Keefe-Aldrich | X | X | X | X |
| Salt et al. | X | X | X | X |
| Seaton et al. | X | X | X | X |
| Sharman | X | X | X | |
| Staley | X | | | X |
| Vannier-Fait | X | X | X | X |
| Voltmer-Esslinger | X | X | X | X |
| Williams | X | | X | X |

*From Adams, Miller K.: Principles for Determining High School Grading Procedures in Physical Education for Boys, doctoral thesis, New York University, 1959.

Personal-social development objective

The personal-social development objective refers to adjustment both to self and to others and also to the development of desirable standards of conduct essential to good citizenship. This represents one of the main contributions of physical education to modern society. Through physical activities the individual, under qualified leadership, can be aided in making adjustments. Physical education carries its own drive. Most children and youth do not have to be motivated to engage in many of the activities that are offered. They want to engage as a result of their own free choice and as a result of an inner drive which propels them into action. Under such conditions rules can be established and a framework of conduct set forth, and the individual will conform in order that he or she may participate. Good human relations are developed when there is respect for ability, one's desires are subordinated to the will of the group, aid is given to the less-skilled and weaker players, and the realization exists that cooperation is an essential to the success of society. Physical education further aids in developing a feeling of belonging, rules of sportsmanship and fair play, courtesy, sympathy, truthfulness, fairness, honesty, respect for authority, and a desire to abide by rules. All are essential to good human relations—one of the most important keys to a peaceful and democratic world.

Adams¹ after research concerning the objectives of physical education has indicated the frequency with which a selected list of leaders* in physical education endorse these objectives. Table 3 demonstrates the unanimity of opinion with respect to the objectives.

OBJECTIVES IN TERMS OF SCIENTIFIC PRINCIPLES

Principles which give support and a scientific foundation for objectives have been set forth by Adams¹ after his research into the thinking of many of the outstanding leaders in the field:

1. Education is a total mind-body relationship involving the whole organism. The concept of "oneness of mind and body" follows the tenets of Gestalt psychology and is generally accepted by the majority of physical education authorities.
2. Physical education is one phase of the total process of education. Physical education has the same goal and aim as education—a well-rounded development and growth for all children and youth in a democratic society. Its immediate and general objectives contribute to the aims of modern education.
3. Physical activity is essential to optimum growth and development. Big-muscle activity contributes to the development of the organic systems. Optimum growth and development are contingent upon this development.
4. Physical education contributes to training for a wise use of leisure time. Many of the activities taught in physical education can become a hobby or interest field for wholesome recreation during leisure. Tennis, golf, swimming, archery, and badminton are a few of the many activities suited to these needs.
5. Physical education offers opportunities for leadership training. No other subject in the curriculum is so rich in opportunities for training in leadership. Nearly every activity in the physical education program calls for student direction. This leadership may be assigned, earned, and rotated among the students.
6. Physical education offers opportunities for self-expression and creativity.

Every child needs to express himself; the variety of activities in the physical education program affords many opportunities for creativity and self-expression. The modern dance program in college and high school is an example of creativity through self-expression.

7. Physical education offers opportunities for esthetic and cultural development. Activities in physical education are often a positive source both of esthetic appreciations and of artistic production for the participant. The popularity of sports and athletics in America is in itself an expression of the mores of the people—the indication of a culture of sport-loving millions.

8. Physical education provides opportunities for release and training of the emotions (sportsmanship). The vigorous contact games in physical activity with their keen competition present a “give-and-take” that both releases and trains the emotions.

9. Physical education provides opportunities for character and personality development. Strong ties, loyalty, team spirit, and group effort are much in evidence in team sports. This is a valuable contribution to the development of character and personality. The daily adjustments to teammates and opponents becomes a laboratory in personal-social adjustment.

10. Physical education offers a wide range of activities for motor skill development. The variety of activities offered in the physical education program presents numerous skill opportunities for pupils of different interests. The skills mastered vary with the student's interest and amount of practice put into the activity.

11. Physical education provides opportunities for the development of health and safety habits. The teacher of physical education instructs the pupils in habits of health and safety—and the games and contests are played under conditions conducive to learning safety practices.

12. Physical education provides opportunities for mental development. The learning of game rules, techniques, and strategies, as well as the judgments necessary to good play in competitive games, require interpretive development.

13. Physical education provides opportunities for the development of the organic systems of the body. Muscular activity develops physical fitness and endurance which in turn steps up the functioning of the visceral organs. This increased functioning of the visceral organs results in better organic development and better health.

14. Physical education provides for experiences that contribute to the democratic processes. The physical education class is conducted in a manner to allow the pupils to take part in the planning and carrying out of the class activities.

15. Physical education has its bases in the sciences of biology, psychology, and sociology. The program is planned by teachers and administrators who draw upon these sciences for a realistic and effective program.

16. Physical education is based on human needs. Activity is recognized as one of the important human needs. Modern living with its sedentary aspects presents a challenge to physical education.

17. Play is an instinctive urge or drive that can become an asset in the learning process. The dynamic quality of play can be utilized to instill in youngsters proper forms of conduct and behavior.*

*From Adams, Miller K.: *Principles for Determining High School Grading Procedures in Physical Education for Boys*, doctoral thesis, New York University, 1959.

LEADERSHIP—THE KEY TO ACCOMPLISHMENT OF PROFESSIONAL OBJECTIVES*

Leadership is an essential in the field of physical education if the goals which have been set for this profession are to be realized. The most elaborate facilities can be provided and the necessary materials can be at hand; but unless there are qualified leaders available, programs will fail. These leaders must have certain general and specific qualifications if they are to do an acceptable piece of work. Leaders will be better able to accomplish physical education objectives if they possess the following qualities:

1. Sound judgment, logical thinking, common sense,* and the ability to discriminate right from wrong.
2. Functional use of written and oral English. Since the use of English is so essential in effectively presenting programs to the public, this qualification is required. In addition, physical education leaders are emulated by the thousands of youths who engage in their programs and so they must set a good example by using correct English.
3. Acceptable health. Leaders should be free from any physical or mental defects which would prevent successful leadership. Because of the important part that a leader plays in shaping the lives of those under his leadership, persons with any health handicap which would adversely affect the consumer of the products should not be a part of this profession. Leaders should be in a state of buoyant, robust health in order that they may carry out their duties regularly and effectively. They should be able to teach by doing and to participate in those activities which they recommend to others. Good health is essential if this function is to be performed effectively. Most important, however, the physical education leader should be an example for the profession which stresses the importance of a healthy body.
4. Suitable personality. Such traits as enthusiasm, friendliness, cheerfulness, industry, cooperation, dependability, self-control, integrity, and likeableness are essential to working with people in a manner which will ensure the success of the programs concerned.
5. Interest in and understanding of human beings. Leaders should be familiar with the needs of the abnormal as well as the normal individual. They should be conscious of the interests and capacities of those with whom they will work. The leader should enjoy working with people. He or she should get along well with others, be interested in people, be able to obtain their respect, and be able to adapt to various social settings. Such qualities as patience, loyalty, tactfulness, sympathetic attitude, sincerity, friendliness, tolerance, reliability, and a good temperament are some of the essential attributes to develop if this qualification is to be met.
6. A sincere interest in the work. This implies a willingness to contribute generously of time and effort to the advancement of the profession. Individuals must believe in what they are doing and conscientiously strive to promote their work so that more and more people may share its benefits.
7. Skill in many of the activities which constitute the program. This is essen-

*See also Chapter 2.

tial in appreciating and demonstrating good performance, instilling confidence, knowing the work that constitutes the profession, and adequately interpreting the program to the public.

8. Technical training. Specialized training is essential for the field of physical education. An understanding of the fundamental sciences, scientific principles in the areas of philosophy, administration, and methods and materials of conducting activities, are only a few of the knowledges requiring development in the training of physical educators.

The qualifications that have been listed are essential to one who desires to become a leader. Physical education work has appeal to many, but not all are qualified to become leaders in this endeavor. Only the ones who meet the essential qualifications should be considered. In the hands of good leadership, methods and materials may be used effectively and wisely.

Physical education leaders often remark that inadequate facilities are preventing them from doing a job, that it is impossible to have a good program without essential indoor and outdoor equipment, and that the program is not recognized because of these deficiencies.

Acres of beautiful green grass, spacious gymnasiums, and special equipment



Fig. 30. Good leadership is essential to the accomplishment of physical education goals. (Hartsdale Public Schools, Hartsdale, N. Y.)

for sports and other physical education activities are very helpful. Other things being equal, they result in programs which better meet the needs and interests of the public than do programs which have poor resources. However, one must strive to do an effective job with what is available. Programs must be built on the status quo while effort is expended to obtain more and better facilities. Many needs can be satisfied by improvising and by obtaining auxiliary playfields and space to tide over an emergency period. Doing a good job with what is available is one of the best ways to stimulate public relations to the point where additional facilities will be provided. The public must recognize the need for the program and how it is helping to build a better community. When the community can see how it can be further aided by additional facilities, the response will be greater. This will not be the situation if apathy, indifference, and lassitude on the part of the leader are allowed to exist because ample resources are not provided.

There is an increasing need for better-qualified leaders in physical education. There must be a stringent selective policy for all students, and standards must be established which allow only qualified individuals to become members of the profession. Only in this way will it be possible to adequately meet the needs and interests of the public, obtain their respect and enthusiasm for this work, and realize the potentialities of this great profession.

The fact that many students and leaders in physical education do not have sufficient knowledge of the many activities that comprise their programs presents a problem. This applies to any student just graduating from college whose training has not covered the entire area to which he is assigned to teach and also to the person who has not received formal training in the work that is being done. Better professional preparing programs in our colleges and in-service education in the schools will help in solving this problem.

Another problem which many professional leaders encounter is that of large instructional groups. Under these conditions the ratio of leaders to participants is usually very low. A few leaders are responsible for many students. In order to do a good instructional job under such conditions, many important factors cannot be overlooked. There must be advance planning which takes into consideration all the equipment, visual aids, and other materials that will be needed. There must be good organization of the class, of materials, and other essential items. Good teaching methods and proper techniques must be utilized. Safety precautions must be stressed. These items deserve attention even in smaller classes but must have special attention for large groups.

IMPORTANCE OF METHODS AND MATERIALS IN REALIZING PHYSICAL EDUCATION OBJECTIVES

Where do methods and materials fit into the total picture of leadership and teaching of physical education? The goals of physical education are worthy ones and should be accomplished in the most economical, thorough, and beneficial way possible. Since the activities that comprise physical education represent the media through which the objectives are to be achieved, they should be taught by utilizing the best methods of organization and presentation that can be compiled. The methods and materials that are used should represent the experience and training of

those who have worked with these activities for many years and who, through their training and experience, know the method which is most effective under various situations. Such methods and materials will result in the best teaching and learning situations with consequent interest, acquisition of knowledge, skill, and proper attitudes on the part of the learner and the participant. In this way individuals will experience the enriched living which members of this profession know will come from such activities. The consumers of the programs will find their total fitness for living has increased, their relations with their fellow men have been improved, their community has benefited, and they have developed their own personal skills and resources for leisure to an extent that was never before realized.

This book shows how activities may be presented with a minimum of equipment. Improvisations, sport and game variations, and teaching aids and materials which provide the best results under existing circumstances are set forth. The material allows for the presentation of activities in situations where limiting factors such as inadequate facilities are present. Also included are various techniques of presenting activities, teaching, and evaluating, with other items of help in program development.

POINTS TO REMEMBER

1. An understanding of the goals of physical education.
2. Importance of knowing the objectives of physical education.
3. Scientific principles upon which physical education programs need to be based.
4. The role of the leader in accomplishing the objectives of physical education.
5. Importance of methods and materials in achieving the objectives of physical education.

PROBLEMS TO THINK THROUGH

1. Why is a teacher who does not know the objectives of his or her profession somewhat like a ship without a rudder?
2. Why should the goals of physical education give support to and help accomplish general educational goals?

CASE STUDY FOR ANALYSIS

Select a secondary school and study the program of physical education to determine how well this educational system is accomplishing the four major goals of our profession.

EXERCISES FOR REVIEW

1. Read four professional books in the field of physical education and list and discuss the goals of physical education as described by the authors.
2. Categorize the specific values of physical education under each of the four major objectives.
3. What knowledges should a student have in regard to physical education?
4. Describe a physically educated boy and a physically educated girl.
5. Why is leadership so important in the achievement of educational objectives?

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Health goals for secondary school boys and girls

Physical education has a direct relationship to the health of secondary school boys and girls. The ultimate objective of any health program is to maintain and improve the health of the youngsters in our schools. This refers to all aspects of health, including physical, mental, emotional, and social. It applies to human beings, regardless of race, color, economic status, creed, or national origin. The school has the responsibility to see that all students achieve and maintain optimum health, not only from a legal point of view but also from the standpoint that the educational experience will be much more meaningful if optimum health exists. A child learns easier and better when in a state of good health.

Physical educators can help in the attainment of several specific objectives which the health program is attempting to accomplish in our schools. They are (1) to provide boys and girls with *health knowledge* that is reliable and based on scientific facts, (2) to help young people develop desirable *health attitudes*, and (3) to stimulate students to develop desirable *health practices*. This chapter outlines some specific ways in which the physical educator may help in the achievement of these worthy objectives.

HEALTH KNOWLEDGE

Physical educators have many opportunities to present and interpret scientific health data for purposes of personal guidance. Such information will help students to recognize health problems and to solve them by utilizing information which is valid and helpful. It also will serve as a basis for the formation of desirable health attitudes. In the complex society that exists today there are many choices confronting a boy or girl in regard to factors that affect his or her health. A reliable store of knowledge is essential to making sound decisions.

Young people should know such things as how their bodies function, causes of infections, methods of preventing disease, factors that contribute to and maintain health, and the role of the community in the health program. Such knowledge will help boys and girls to live correctly, help them to protect their bodies against harm and infection, and impress upon them the responsibility for their own health and the health of others.



Fig. 31. The school health program. (San Diego County Schools.)

Presentation of facts about health varies with different age groups and educational levels. For young children in the early grades there should be an attempt to provide experiences which will show the importance of living healthfully. Such settings as the cafeteria, lavatory, and medical examination room offer these opportunities. When the boy and girl become secondary school students, the underlying reasons for following certain health practices and ways of living can be presented. Some of the areas of health knowledge that should be understood by students and can be presented by physical educators include nutrition, the need for rest, sleep, exercise, and protection of the body against changing temperature conditions, contagious disease control, the dangers of self-medication, and community resources for health.

The following are a few examples of health knowledges that can be imparted by physical educators at the secondary school level:

1. Safety education as applied to physical education activities.
2. Accident prevention as applied to physical education activities.
3. Dangers of self-medication.
4. How to dress for warmth, comfort, and protection.
5. Sanitary practices involved in physical education participation.
6. Available community health services.
7. Functions of the human body.
8. Good body mechanics.
9. Physical limitation to prevent fatigue.
10. Effect of depressants upon the human body.
11. Effect of stimulants upon the human body.

12. Structures of the human body.
13. How to safeguard eyes and vision.
14. Physical defects and how to correct or live with them.
15. Communicable and noncommunicable diseases and minor health disorders—how to prevent and control.
16. Nutrition and weight control.
17. Good grooming.
18. What constitutes an adequate and a balanced use of free time for relaxation and recreation.
19. What constitutes exercise for good health.
20. Need for physical activity to develop and strengthen the body.
21. First aid procedures.
22. Amount of sleep and rest a student needs.
23. Necessity and importance of the medical examination.

HEALTH ATTITUDES

Health attitudes refer to the health interests of persons or the motives which impel boys and girls to act in certain ways. All the health knowledge that can be accumulated will have little worth unless the student is interested and motivated to apply this knowledge to everyday living. Proper health attitudes, motives, drives, or impulses will result in the boy or girl's seeking out scientific knowledge and utilizing it as a guide to living. This interest, drive, or motivation must be dynamic to the point where it results in behavior changes.

The physical education program should be directed at developing those attitudes which will result in optimum health. Students should have an interest in and be motivated toward possessing a state of buoyant health, feeling fit and strong, being well rested and well fed, having wholesome thoughts free from anger, jealousy, hate, and worry, and possessing adequate physical power to perform life's routine tasks. They should have the right attitudes toward health knowledge, healthful living, and such health services as medical examinations. If such interests exist within the student, proper health practices will be followed. Health should not be an end in itself except in cases of severe illness. Health is a means to an end—a medium which aids in achieving noble purposes and living an enriched life.

Another factor that motivates boys and girls to good health is the desire to avoid the pain and disturbances that accompany ill health. They do not like toothaches, headaches, or indigestion because of the pain or distraction involved. However, developing health attitudes in a negative manner, through fear of pain or other disagreeable condition, is not as desirable as the positive approach to achieving proper health attitudes.

A strong argument for developing proper attitudes or interests should center around the goals the students are trying to achieve in life and the manner in which optimum health is an aid in achieving such goals. This is the strongest incentive or interest that can be developed in the individual. To become a great artist, an outstanding businessman, or a famed dancer, it is greatly beneficial to have good health. It is important that the study, training, hard work, trials, and obstacles

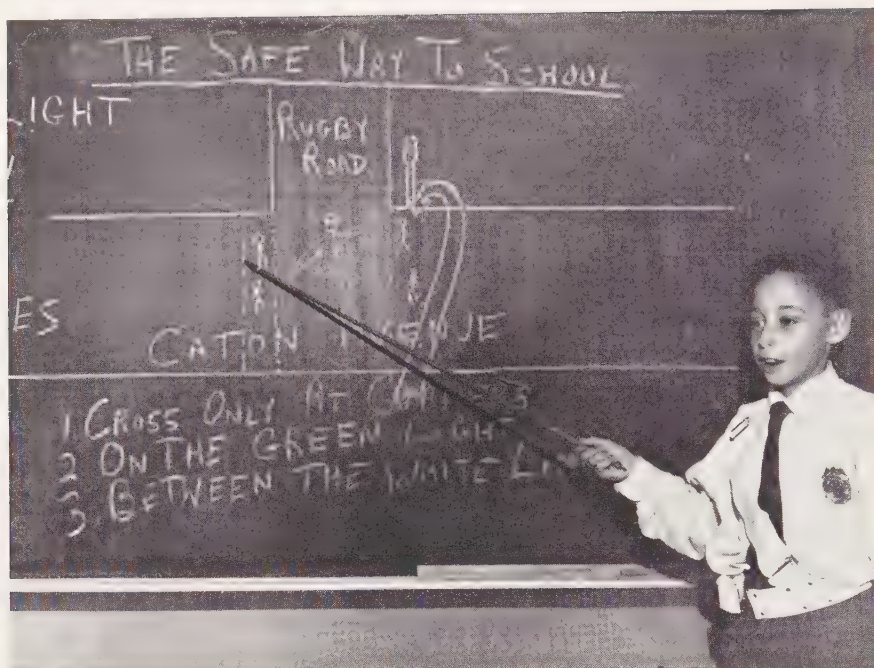


Fig. 32. Desirable health attitudes are important. (New York City Schools.)

encountered can be met successfully. Optimum health will aid in the accomplishment of such goals. As Jennings the biologist has pointed out, the mind can attend to only one thing at a time. If attention is focused on a headache or an ulcer, it cannot be satisfactorily focused on essential work that has to be done.

Some of the health attitudes which the physical educator can help to develop include an interest in:

1. Possessing good health.
2. Obtaining accurate scientific information concerning health.
3. Forming proper nutrition and eating habits.
4. Preventing accidents.
5. Recognizing the roles of physical activity, sleep, rest, and relaxation in physical fitness.
6. Separating health fact from fancy.
7. Understanding one's physical limitations.
8. Correcting any remediable body defects.
9. Developing good health habits.
10. Evaluating one's health habits and making needed changes.
11. Understanding how one's body can function to utmost capacity.
12. Using the body in an efficient, graceful manner in sports and daily life activities.
13. Mastering and enjoying a wide range of physical activities.
14. Providing for play and large-muscle activities, daily relaxation, in order to realize optimum achievement in physical and mental well-being.

15. Knowing how various organic systems of the body work together.
16. Acknowledging health responsibility as a member of a school, community, and family.
17. Accepting reasonable responsibility in keeping the school, home, and community environment neat and clean.
18. Playing with others.
19. Being a good sportsman and taking failures and successes in stride.
20. Learning to accept physical handicaps of self and others.
21. Recognizing the effects of alcohol, narcotics, and tobacco on performance in physical activities.

HEALTH PRACTICES*

Desirable health practices represent the application of those habits which are best, according to the most qualified thinking in the field, to one's routine of living. The health practices that an individual adopts will determine in great measure the health of that person. Harmful practices or habits such as failure to obtain proper rest or exercise, overeating, overdrinking, and oversmoking, as well as the failure to observe certain precautions against contracting disease, will often result in poor health.

Knowledge does not necessarily ensure good health practices. An individual may have at his command all the statistics as to the results of speeding at 70 miles an hour, yet this information is useless unless it is applied. The health of an individual can be affected only by his applying that which is known. At the same time, knowledge will not usually be applied unless an incentive, interest, or attitude exists which impels its application. It is important, therefore, to see the close relationship that exists among health knowledge, health attitudes, and health practices. One contributes to the other.

Listed below are a few health practices with which every physical educator teaching at the secondary school level should be especially concerned:

1. To prevent the spread of infection, insist that each member of an athletic team and/or physical education class have an individual towel, drinking cup, and articles of clothing.
2. To prevent the spread of infection (colds, influenza, mumps, measles, etc.), do not allow students to exercise or engage in a strenuous workout while the infection is still resident.
3. Give proper first aid treatment promptly to floor or mat burns or other abrasions and wounds encountered in physical activity.
4. Have a physician present at all interscholastic contests where the injury hazard is great.

*Some of the listed health practices have been adapted from material in the following publications:

National Committee on School Health Policies: *Suggested School Health Policies*, ed. 3, Washington, D. C., 1958, National Education Association.

Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association: *The Physical Educator Asks About Health*, Washington, D. C., 1951, National Education Association.

5. Do not allow a player to re-enter a game following a severe injury, particularly when unconsciousness or injury to the head or spine has occurred.
6. Work closely with the medical advisor and health department in all matters which are medical in nature, such as treating infected wounds. Honor all excuses from physicians.
7. Maintain a sanitary environment in the locker and shower rooms, gymnasium, swimming pools, and other facilities of the physical education department.
8. Insist on clean clothing, towels, etc. for all types of physical education activities.
9. Discuss with physicians, medical society, nurse, and other qualified persons the school policy that should govern excuses from physical education for health reasons.
10. Encourage students with colds and other ills to remain home.
11. Make the health and welfare of students the primary considerations in planning all physical education and athletic programs.
12. See that students have adequate medical examinations if they participate in any of the various phases of the physical education program.
13. Conduct an athletic program in which contests are adapted to the physical capacities and other needs of the student.
14. Plan the playing seasons for athletics of a reasonable duration with no post-season contests. Make sure that players are well conditioned before competition is conducted.
15. Do not require girls to participate in the same highly organized and competitive athletic experiences as boys and omit from their program heavy lifting, jumping from high places, and other activities that require landing in a vertical position.
16. Encourage all boys and girls to get proper sleep, rest, and nutrition and to develop other desirable health practices essential to good physical performance and sound health.
17. Do not include boxing as part of the physical education program.
18. Be qualified in first aid.
19. In planning classes allow sufficient time to permit change of clothing and showering.
20. Provide an opportunity for each student to participate in physical education class and intramural sports program.
21. Give appropriate guidance to community groups sponsoring organized competitive athletics.
22. Offer a wide variety of activities based upon the students' interests and needs.
23. Group students for participation on the basis of their abilities and needs.

SELECTED METHODS OF TEACHING HEALTH KNOWLEDGE, ATTITUDES, AND PRACTICES

A few methods for teaching health information to students are as follows.

Discussions. The classroom, gymnasium, athletic field, and other places where

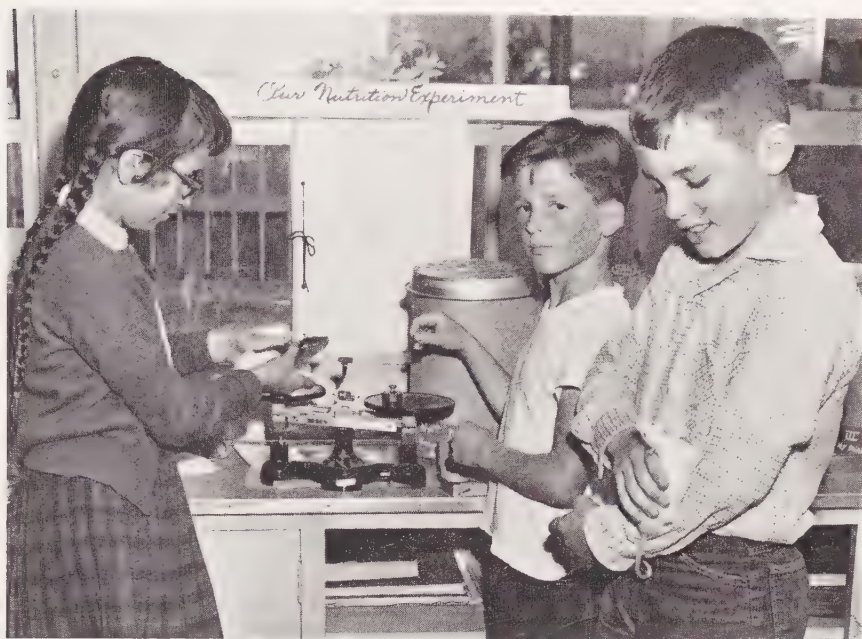


Fig. 33. Health experiment in nutrition. (San Diego County Schools.)

students gather offer many desirable moments for presenting and discussing important health information.

Example. A teacher's example is a very powerful method.

Films and other visual aids. Many excellent health films are available from state departments of health, voluntary health agencies, universities, and professional associations.

Reading assignments. There is a considerable amount of health material available, in pamphlet as well as in book form. By being selective, a teacher of physical education can assign readings which will give meaning to the health principles he or she is trying to impart.

Speakers. The school doctor, team physician, outstanding community personality, professional sportsman, or other person can be brought in from time to time to accent the importance of health.

Special projects. Health Days, Physical Fitness Weeks, a Clean-up Week, Work Day, and other projects can be utilized to focus attention on various aspects of health.

Awards. An award in the form of a letter, certificate, or other form of recognition can be given to the healthiest student, to the boy or girl who ranks highest on the physical fitness tests, health knowledge examination, etc.

Experiments. An actual experiment such as feeding two rats different diets will work wonders in getting across health information to students.

PRINCIPLES TO KEEP IN MIND IN FURTHERING HEALTH OBJECTIVES

1. Physical activities should be included in the program only as the pupils' health status warrants. This means that such factors as students' strength, organic

or functional disorders, muscular development, physical disabilities, and coordination, as ascertained through medical examinations, are taken into consideration.

2. All students should participate in the physical education program.

3. Class size should be sufficiently small to permit effective instruction and activity. A general guide would be to enroll not more than forty pupils in a class.

4. Every precautionary measure possible should be taken to provide safety and prevent accidents.

5. The intramural, extramural, and interscholastic athletic programs should be laboratory periods for the class instructional program and should be conducted in the light of the welfare and health interests of those who participate.

6. Every school should have a well-defined plan which provides for the proper medical and health considerations of each pupil. This means there should be well thought through policies governing procedures for the prevention of disease, emergency care in event of accidents, environmental sanitation, medical examinations, etc.

7. The physical education program should establish and enforce sound hygienic standards.

8. The physical education teacher should be sure that each student understands the roles of eating, smoking, and the use of alcoholic beverages in physical performance.

9. Each teacher of physical education should have an understanding and an appreciation of the school health program and a desire to further the health of his or her pupils.

POINTS TO REMEMBER

1. An understanding of the relationship of physical education to the health of the student.
2. An appreciation of ways in which the physical educator can contribute to the health of the student.
3. Health facts that physical education can teach to students.
4. Health attitudes that physical educators can help to develop in students.
5. Health practices that physical educators can help to develop in students.
6. Effective techniques and means of presenting health information.

CASE STUDY FOR ANALYSIS

Through a program of testing and observation determine the amount of scientific health knowledge possessed by a high school boy and girl, their attitudes toward health, and the health practices that are a part of their daily routine. Analyze this health information in light of the contribution a physical educator can make.

EXERCISES FOR REVIEW

1. What are some of the outstanding objectives of any school health program?
2. What should each secondary school student know about his or her body?
3. What is the relationship of attitudes to health practices?
4. What are some methods of motivating high school boys and girls to develop good health practices?
5. Why is it better to use the "positive" approach in the teaching of health?

6. Discuss and illustrate five methods of presenting health information to students.
7. Prepare a list of basic principles essential to making physical education a dynamic force in furthering the health of secondary school students.

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Part Four

The program



How to build a program

Having established the goals of physical education, it is now necessary to construct a curriculum that meets these goals. A curriculum is a master plan that a teacher uses to establish a program in his or her school. A planned and written course of study is essential for a progressive, inclusive program. Major purposes of curriculum-planning for the physical education program include the following:

1. To meet the needs and interests of boys and girls.
2. To ensure that the program takes health goals into consideration.
3. To achieve the objectives of physical education.
4. To give full consideration to the important factor of community relations.
5. To prepare the most effective program possible consistent with available facilities, personnel, size of classes, and length and frequency of physical education periods.
6. To maintain a continuity of program with the elementary schools from which secondary education level students emanate.
7. To utilize the knowledge and experience of all personnel involved in the physical education program.
8. To provide a guide for the physical education teacher, sufficiently detailed to ensure adherence to established policy and flexible enough to meet the varying needs of different schools, classes, and individuals.
9. To evaluate programs and make improvements.

Years ago, it was the practice for the director or supervisor of physical education to develop the course of study. He usually worked out a very detailed and specific outline leaving little room for deviation or initiative. This meant that the director could stop in at any class in any school and usually know before he walked in just what was going on. It was "easy" for the instructor because he had to do very little thinking but, understandably, it hardly met the needs and interests of most of the students. A curriculum prepared in that manner would not be full of those meaningful experiences that are so important in the education of children.

A discussion of curriculum planning for the physical education profession, based on the purposes listed above, follows.

PERSONNEL INVOLVED IN CURRICULUM PLANNING

Curriculum planning cannot progress far without the guidance and leadership of the director, as well as the assistance of teachers within the department and other specialists.

Director (supervisor) of physical education

The role that the director plays will vary. His or her functions may include setting in motion the curriculum study, clearing through the superintendent permission for such a study, arranging for a meeting place and time, and for department members to be available, keeping in contact with the group and the leader so as to be informed as to their achievements, and being available to assist the group whenever or wherever necessary. In some school situations the director will participate and act as a member of the group or possibly as its leader.

Curriculum specialist

In the school system there might be a specialist in the field of curriculum revision who would be available to a group or department engaged in a study. This person may act as a consultant to the group. It is also possible to bring in a specialist in the particular field for the purpose of leading and guiding the study group. This person may be a member of the state department of education, a university professor, or a noted educator in the field.

Physical education teacher*

Since the physical education instructor is the one who must put to use any program that is worked out, it is only natural that he or she should have a big part in its preparation. In smaller systems each member of the physical education department may be a part of the study. In larger systems volunteers or representatives from the various schools may constitute the study group. The study and curriculum work involved may take place during school hours or it may be a required after-hours activity. It is also possible that the board of education may count the study as credit toward graduate work and consider this fact in the salary schedule.

The teacher's role in this study is generally confined to working on a committee that has the responsibility of developing specific recommendations covering certain activities or a grade level. The teacher will have to call upon his or her experience and knowledge of other programs and do considerable reading and research before being ready to make a contribution. After assembling the facts, it is essential to consider the specific situation and make modifications wherever necessary so as to present a realistic program. The committee members will then formulate recommendations to be made to the entire group.

For a new teacher it will be necessary to read several professional books and articles and investigate many other physical education programs, to make up for the lack of personal experience. In all other aspects, the outlined procedures are the same for the new or the experienced teacher and for a small or a large school system.

*See also Chapter 2.

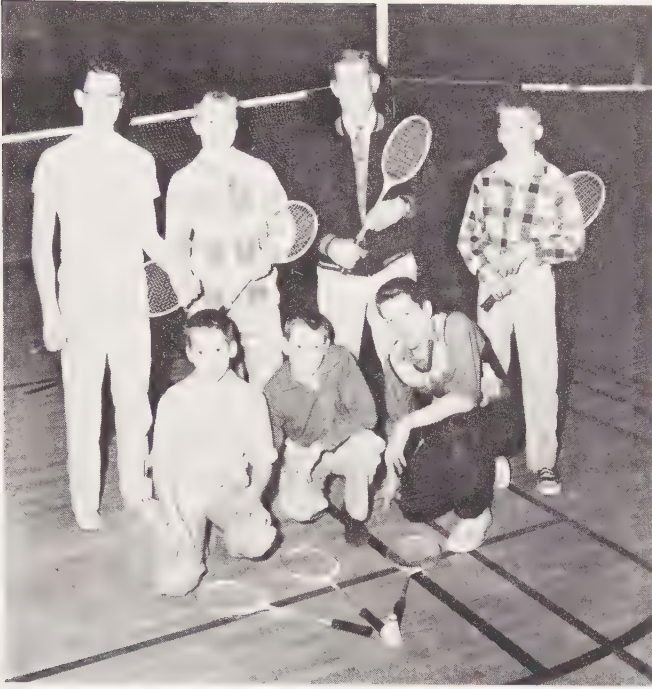


Fig. 34. The physical education teacher should play an important role in building a physical education program. (Hartsdale Public Schools, Hartsdale, N. Y.)

Administrator

One or more school principals or assistant principals should be included in the study group to make certain that the curriculum for the physical education department will be administratively feasible.

Other personnel

The curriculum study group should make use of any person who can help to develop a sensible, practical plan. Some specific examples of individuals who might be contacted are listed below.

1. Health personnel (doctor, nurse and instructor)—to ensure that all aspects of examinations, follow-up and instruction are cared for.
2. Recreation and/or park department personnel—to discuss the possibility of joint use of facilities and coordination of activities.
3. Student representatives—to offer their views regarding the program.
4. Members of the community particularly talented and interested in physical education—to help in coordinating with athletic groups, scheduling the use of facilities, or gaining support for the new program.

STEPS IN CURRICULUM BUILDING

The building of a curriculum is a problem not only of a school system but of every school within that system. A curriculum usually lists the minimum essentials, with possible ways of enriching the program. It is then the responsibility of

the teacher or teachers within each school to expand upon these minimum standards in relation to the framework within which it must be put into practice. The teacher establishes a school program based upon the same considerations used to establish the master plan.

Administrative steps in curriculum study

The steps that follow are basic to curriculum planning.

Authorization by the superintendent. It is first wise to receive permission from the chief school official to revise a curriculum.

Organization. The study group should include all the members of the physical education department, if possible, or representatives from all grade levels and schools. It should be broken down to ensure discussion of both boys' and girls' problems on the junior high school and senior high school levels.

Procedures. The members of the study group may be divided into small committees. These groups or subcommittees are then assigned specific responsibilities. They may work either on all the activities for a specific grade level or on certain activities for a number of grades (the seventh, eighth, and ninth grades, for example, or the tenth, eleventh, and twelfth). The committees use the points for discussion listed later in this chapter for determining their recommendations. It is usually better to work from the present program and enlarge upon it, modify it, and change it where necessary. It is also possible to create an entirely new program.

Statement. Each subcommittee should prepare a detailed report about the specific activities or levels which have been assigned. The subcommittee presents recommendations to the entire study group.

Re-evaluation. The subcommittee re-examines its proposals in the light of discussions and suggestions from the group as a whole.

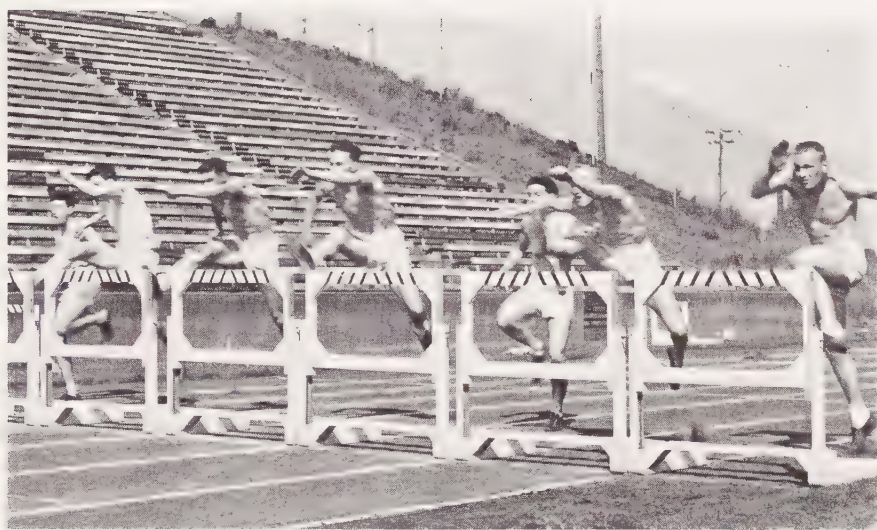
Integration. The committee as a whole then compiles the report and prepares it for distribution.

Topics to be considered by committees

The following topics might be discussed in curriculum revision.

Educational philosophy. A sound educational philosophy must be the basis for any curriculum planning. This philosophy gives direction to the teacher in understanding how to handle the activities that are conducted and toward what end they are being taught. The Seven Cardinal Principles of Education form one basis for such a philosophy. These principles are health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure time, and ethical character.¹

A good physical education program will meet these principles. It is necessary for the committee members to understand how and why this is so. For instance, a good physical education program can foster better health and provide pursuits for leisure time. How to maintain good health will become more meaningful to the student because it is related to pleasurable activities and is taught as part of a total picture. A good physical education program will develop positive attitudes toward physical activity and the skills that are necessary for participation in any activity. These attitudes will carry over to leisure-time pursuits.



(E. F. Marten, Seattle.)

Fig. 35. What is the attitude of the community toward interscholastic sports?

Social philosophy. Any curriculum must fit the society for which it is planned. There must be a realistic approach that takes into account the philosophy not only of the school but also of the community in which the program will be operating. An investigation should be made into the social, economic, and cultural views of the community. To what degree are you able to incorporate social aspects into the program? What is the attitude of the community toward interscholastic sports? What is the feeling toward competition on the elementary level? These and other questions should be answered in relation to the community before a sound social philosophy can be adopted. (See Chapter 3.)

Objectives. The study should be concerned with immediate and specific objectives for each grade level, as well as long-range and general objectives for the program as a whole. Account must be taken of "the child's objective interest in activities and the leader's objective interest in outcomes."* (For a discussion of the objectives of physical education see Chapter 5.)

Nature of the child. Since any program is primarily designed for the children involved, it is necessary to have an understanding of their characteristics, desires, needs, stages of growth, problems, and capacities if a comprehensive and intelligent program is to be worked out. (See Chapter 1.)

Laws of learning. A knowledge of the fundamental laws of learning will avoid much trial and error. The readiness factor is an important consideration in the establishment of a curriculum. Spacing and time allotment have much to do with good learning. Consider carefully other learning laws and you will be able to establish a more realistic course of study. (See Chapter 11.)

Determining the activities. Having determined the desired objectives and know-

*From Nash, Jay B.: *The Administration of Physical Education*, New York, 1931, A. S. Barnes & Co., p. 308.

ing the characteristics of children of different grade levels, the group can now select the correct activities. It will be beneficial to review the current literature in the field and study successful programs adopted elsewhere. The chosen activities must be meaningful and enjoyable. There must be a policy regarding supervised free play and formal activities. Certain activities may meet only one objective but are known to be in great demand by most children. Others may be less desirable, so far as pupil interest is concerned, but will meet more objectives. It is essential to have proper balance in the activities selected. By including a number of activities and spacing them well, the specific goals of the program can be met and the interest of the pupils sustained. The following list of principles might be used when selecting activities.

1. *Physiological principles for determining activities:*

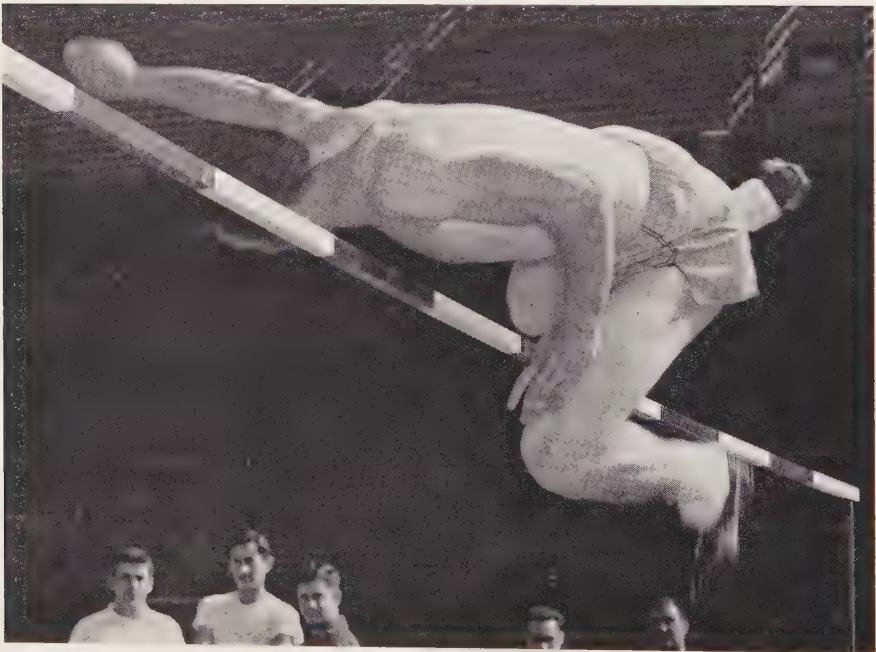
The physical education program should provide ample opportunities for a wide range of movements involving the large muscles.

The facts related to the growth and development of children are important considerations in curriculum construction.

The differences in physical capacities and abilities which are found among students should be provided for in the program.

The physical fitness needs of students must be met by the physical education program.

The physiological characteristics are a major consideration in the selection of activities. It is necessary to understand the physical characteristics of boys and



(E. F. Marten, Seattle.)

Fig. 36. The physical education program should provide for large-muscle activity.

girls at all levels of growth and to meet these in selecting activities. The program must be rewarding for all levels of ability.

2. Psychological principles for determining activities:

The physical education program should consist predominantly of natural play activities.

Activities should be selected in the light of the psychological age characteristics of the child. For instance, the program should provide more coeducational activities for adolescents, because this type of program would meet the needs and interests of this age group.

The activities which are valuable in arousing and expressing emotion should be chosen. In the junior high school a varied program of competitive group activities would be advisable.

The selection of activities should provide for progression. In the junior high school the fundamentals of tumbling and apparatus work should be taught, along with simple stunts. In the senior high school the student should progress to more advanced work and more difficult combinations.

The selection and placement of activities should allow for sufficient time for the skills to be learned reasonably well. It is better to learn three or four basketball skills reasonably well each year than to be exposed to ten in one year and not be able to perform any of them satisfactorily.

Activities should be selected which best meet the seasonal drives of the students. Football is best taught in the fall, basketball in the winter, and baseball in the spring.

Psychologically speaking, the activities should provide a healthy outlet for children; they should be challenging, yet within their physical and mental capabilities. The aggressive child who is a problem to the classroom teacher can be placed in a gymnasium where he or she can run, hit the ball, throw, and thrill to the excitement of a close competitive contest. A constructive outlet for this aggression can often be found on a football field, a basketball court, or with a field hockey or soccer team. By wisely using the tools of the trade, the physical educator will have a positive effect upon school children. There must be an opportunity to continually improve and develop knowledge and skills, that is, a progression that will keep interest high and develop abilities to a point where an activity can be enjoyed for the pleasure of doing it correctly.

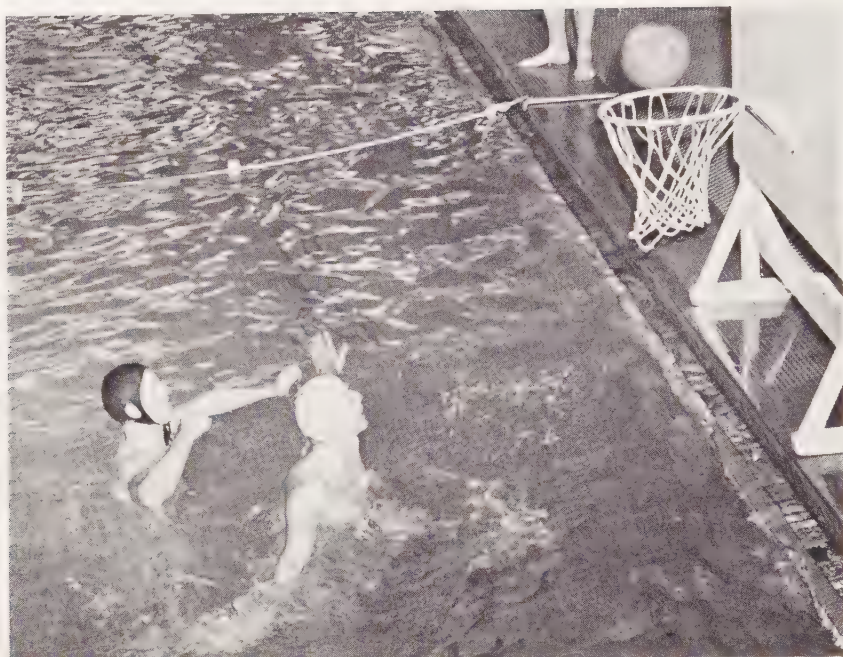
3. Sociological principles for determining activities:

The curriculum should be rich in activities adaptable to use in leisure time. For example, golf, tennis, and swimming should be in a program, if possible.

The activities should be selected for their possible contribution to the youth's training for citizenship in a democracy. The opportunity to participate in a team sport, select a captain, and be a member of a cohesive unit is available with proper teacher guidance.

The curriculum should be suited to the ideals of the community as well as its needs. It will be of value to include square dancing, swimming, or bowling in the curriculum to meet the interests and needs of a community.

The activities which are particularly rich in opportunities for individual character training are especially desirable. The self-discipline involved in advanced apparatus work is beneficial to character training.



(E. F. Marten, Seattle.)

Fig. 37. The curriculum should be rich in activities adaptable to use in leisure time.

Activities which reflect national interests should be provided in the program. It is important to understand and have a working knowledge of those popular American pastimes—baseball, football, and basketball—because of the values inherent in these team sports and because of their national recognition and acceptance.

Administrative implementation. Curriculum planning must take into consideration personnel, teaching stations, time allotment, equipment, and size of classes. A sound curriculum may be the spark to set into motion administrative action to expand one of the limiting factors. For instance, a curriculum revision that incorporates outdoor activities, outlined in a meaningful and understandable manner, may be what is needed to convince a board of education of the need for an outdoor playfield. Or a curriculum, based upon sound objectives, may be the convincing factor needed to get physical education scheduled early in the secondary schools in order to better achieve the worth-while goals. It is far more sensible to present a program that will meet educational values, and at the same time include a request for needed improvements, than to say that if improvements are given a program will be built. On the one hand concrete values and results are projected; on the other, a promise is merely being presented.

Evaluation. Curriculum planning is a never-ending process. Once a basic guide is established, it will be comparatively easy to keep it up to date. Continuous evaluation is necessary because every year brings changes in the profession of physical education, the community, the composition of the school, the facilities,

equipment, the children, and in the teachers themselves. It will be necessary to take stock periodically in order to maintain a program that is dynamic and to keep it abreast of current developments.

WHAT ONE COMMUNITY DID

In White Plains, New York, a community of about 50,000⁶ people, a *Curriculum Guide for Physical Education (K-12)* was recently developed. The methods and procedures that White Plains used in organizing its project are worthy of study by other communities. This guide has already been used as a basis for revision in a number of school districts.

The study was made under the guidance of the Director of Physical Education for White Plains, Mr. Glenn Loucks. He listed the following ingredients for a curriculum study: an awareness of the need for such a study, the willingness to work on it and a dedicated interest on the part of the physical education staff. In White Plains, the board of education allotted \$750 for the study. This was to pay for a person well-versed in the field of physical education to act as leader of the workshop. A number of applications were received and a professor at a near-by university was selected as leader of the group.

The consultant and the director prepared the outline for the study group. It was in the form of a four-month workshop, meeting one evening each week as a group and attended by all members of the physical education staff in the White Plains system. The teachers were divided into committees according to their school level. All male senior high school teachers formed one subcommittee that concerned itself with the physical education program relating to senior high school boys. The other committees were organized in the same manner. Each subcommit-



(Herald Tribune—Kavallines.)

Fig. 38. White Plains, New York, High School cheerleaders.

tee prepared its recommendations, working with the study leader, and presented them to the group as a whole. The entire group discussed and made suggestions to each committee. In the light of these suggestions, and dependent upon an agreed plan for continuity between the levels, each group reworked its recommendations into final form.

All administrative arrangements were handled by the director and leader. During the entire study the director remained in the background. He had made the presentation to the board for the necessary financial outlay. He also secured three credits toward an increment or salary step for all the teachers participating in the study. He was available to help with any problems but left the actual outlining to the teachers as much as possible.

The curriculum guide that was developed contains the following:

A general statement—explains the purpose for and philosophy behind the guide, states that it was established to fill the framework found in the White Plains system, is to be an ongoing project that can be improved from year to year, and that it merely sets minimum essentials.

Time requirements—established for kindergarten through twelfth grade in White Plains.

Specific objectives—listed for each level (boys and girls together on the primary level as well as separate objectives for boys and girls on the intermediate, junior and senior high school levels) in the physical, neuromuscular, mental, social, and emotional areas.

Classification system for activities—includes rhythms (dance, marching, and calisthenics); games of low organization; relays; athletic games; apparatus, stunts and tumbling; individual and dual activities; and aquatics.

List of activities provided at each level and time allotment—breaks down to number of weeks and per cent of total time for each activity at each grade level.

Evaluation—states the purposes of evaluation and a basis for grading.

Cumulative record card.

The White Plains curriculum guide will not solve all physical education problems for White Plains or any other community. However, it has placed the physical education program in a more favorable light in the eyes of the residents of that city and undoubtedly makes the staff proud to know that they are well on their way toward achieving the type of program that each school child should have as part of his or her education.

POINTS TO REMEMBER

1. Curriculum planning is a group process.
2. The physical education teacher has a major responsibility in the formulation of a physical education program.
3. A curriculum guide for a school system is a set of minimum standards.
4. There must be understanding of the child and learning laws to produce a valid curriculum.
5. A curriculum study must fit the school system and society in which it will operate.
6. Activities must be properly selected.
7. Evaluation is a never-ending process for a curriculum.

PROBLEMS TO THINK THROUGH

1. How detailed should a curriculum guide be in regard to length of time spent on an activity and items to be covered in a listed activity? Why?
2. Should there be room for initiative by the physical education teacher working from a curriculum guide? Why?
3. Compare two schools where the same activity might be handled differently. What might make it necessary to handle this activity differently?
4. Why is it important to understand the nature of the child in curriculum planning?
5. What administrative details would limit a curriculum?

CASE STUDY FOR ANALYSIS

Select a secondary grade level (boys or girls) and prepare, in outline form, a curriculum for one twenty-week semester. The school has a separate gymnasium for boys and girls, an outdoor turf area, two teachers for each class of between sixty and eighty pupils, sufficient equipment and supplies for the largest class, and three periods of physical education weekly for each student. Analyze specific objectives, time allotment, activities, and fundamentals. Simulate a school situation by working in committee groups.

EXERCISES FOR REVIEW

1. What steps should be followed in the preparation of a curriculum?
2. How might a physical education teacher make his contribution to a curriculum study?
3. What principles should be considered in the selection of activities for a program?
4. Who might be a part of a curriculum study group?
5. What was the position of the White Plains director in relation to its study? What other role may the director assume in a curriculum revision group?

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Chapter 8

The physical education program*

Physical education is an integral part of the total education process and has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes. This is a definition of physical education that is recommended for this important field of endeavor.

Components of the secondary school physical education program have been listed by many authors and under a variety of terms. The four components of the school physical education program used here are those proposed by Bucher¹: (1) the required class program, (2) the adapted program, (3) the intramural and extramural programs, and (4) the interschool program.

THE REQUIRED CLASS PROGRAM

Where sound required class programs of physical education exist they have been developed on the basis of the physical, social, mental, and emotional needs of the students. A broad and varied program of activities, both outdoor and indoor, progressively arranged and adapted to the capacities and abilities of each student, is offered.

Following are some important considerations for the class program of physical education at the secondary level for both boys and girls.

Instructional in nature

1. *The physical education class program is a place to teach the skills, strategies, appreciations, understandings, knowledges, rules, regulations, and other material and information that is part of the program.* It is not a place for free play, intramurals and varsity competition. It is a place for instruction. Every minute of the class period should be devoted to teaching boys and girls the skills and subject matter of physical education.

2. *Instruction should be basic and interesting.* Skills should be broken down

*Parts of this chapter have been adapted from material in Bucher, Charles A.: *Administration of School Health and Physical Education Programs*, St. Louis, 1958, The C. V. Mosby Co.



Fig. 39. Instruction should be basic and interesting.

and taught so that each individual may understand clearly what he or she is supposed to accomplish and at the same time get a good picture of how it should be done. Utilization of demonstrations, loop films, models, slide films, posters, and other visual aids and materials can help to make the instruction more meaningful and interesting.

3. *Instruction should be progressive.* There should be a definite progression from the simple to the complex skills. Just as a student progresses in mathematics from simple arithmetic to algebra, geometry, and calculus, so in physical education the pupil should progress from basic skills and materials to more complex and involved skills and strategies.

4. *Instruction should involve definite standards.* Students should be expected to reach certain standards of achievement in the class program. A reasonable amount of skill—whether it is in swimming, tennis, or other activity—should be mastered, depending upon individual differences. Laxity and indifference to achievement should not be tolerated any more in physical education than in any other subject matter area in the curriculum. When boys and girls graduate from high school they should have met definite standards which indicate they are *physically educated*.

5. *Instruction should involve more than physical activity.* All physical education classes do not have to be held in the gymnasium where physical activity predominates. A reasonable proportion of class time, perhaps as much as 10 to 20 per cent, can be devoted to discussions, lectures, and meaningful classroom activity. Good coaches often have chaltalks for their players, in which they study rules and regu-

lations, strategies, execution of skills, and other materials that are essential to playing the game effectively. This same principle can be applied to the physical education class period. There is a subject matter content that the student needs to know and understand. Physical activity should not be conducted in a vacuum—for if it is, it has no meaning and will not be applied when the youngster leaves the class and school. As the student understands more fully the importance of sports and activities in life, what happens to the body during exercise, the history of the various activities in which he or she engages, and the role of physical activity in the culture of the world, the class takes on new meaning and physical education takes on new respect and prestige.

6. *A textbook should be used.* Just as other subjects in the secondary school program utilize textbooks in their courses, so can physical education profitably use a textbook. Assignments can be made, discussions held, and tests given—all of which will provide the student with a much more meaningful learning experience. Physical education should not be a “snap” course. It has content, and knowledges and appreciations are to be gained from this subject just as they are in American history.

7. *There should be records.* Adequate records should be kept by the instructor to provide tangible evidence of the degree to which objectives are being met by the students. This means that data on physical fitness, skill achievement, knowledge of rules and other information, and social conduct—such as sportsmanship—should be a part of the record.

8. *There should be homework.* It is just as reasonable to assign homework in physical education as it is in general science. There is much subject matter to be learned and skills to be mastered. If teachers would require their students to work on various activity skills and knowledges outside of class, this would leave more time in class for meaningful teaching.

Required of all students

Physical education represents a need of every child just as do English, social studies, and other school experiences. It became part of the school offering as a required subject to satisfy such a need and therefore should be continued on the same basis.

All students should take physical education. No one should be excused. If a boy or girl can come to school, he or she should be required to attend physical education class. At the same time, this presupposes that a program adapted to the need of *all* pupils is provided.

The student is compelled to take so many required courses that the use of electives is limited, if not entirely eliminated. Therefore, unless physical education is a required course, many students will not have the opportunity to partake of this program because of the pressures placed on them by the required courses.

The student looks upon those subjects that are required as being the most important and the most necessary for success. Therefore, unless physical education is on the required list, it becomes a subject of second-rate importance in the eyes of students.

Various subjects in the curriculum would not be provided for unless they were required. This is probably true of physical education. Until state legislatures passed laws requiring physical education, this subject was ignored by many school administrators. If physical education were on an elective basis it might be crowded out of the school curriculum in many communities. Either the subject would not be offered at all or it would have to be eliminated because of low enrollment.

Even under a required program, physical education is not fulfilling its potentialities for meeting the physical, social, and mental needs of students in most schools. If an elective program were instituted, deficiencies and shortages would increase, thus further handicapping the attempt to meet the welfare and needs of the student.

The physical education teacher should try very hard to convince administrators, school boards, and the public in general of the place of his special subject in the curriculum of the secondary school. Only as this is done will the subject occupy an important place in the school and become a required offering that is respected.

Daily period

On the secondary level there should be a daily period for physical education. Although this does not exist in many schools at the present time, it should be a goal toward which all leaders should work. The great amount of subject matter; skills, and activities to be covered and the need for regular participation in physical activities are two good reasons why a daily period is so essential. Dr. James B. Conant, in studying the American school system, has recommended that a

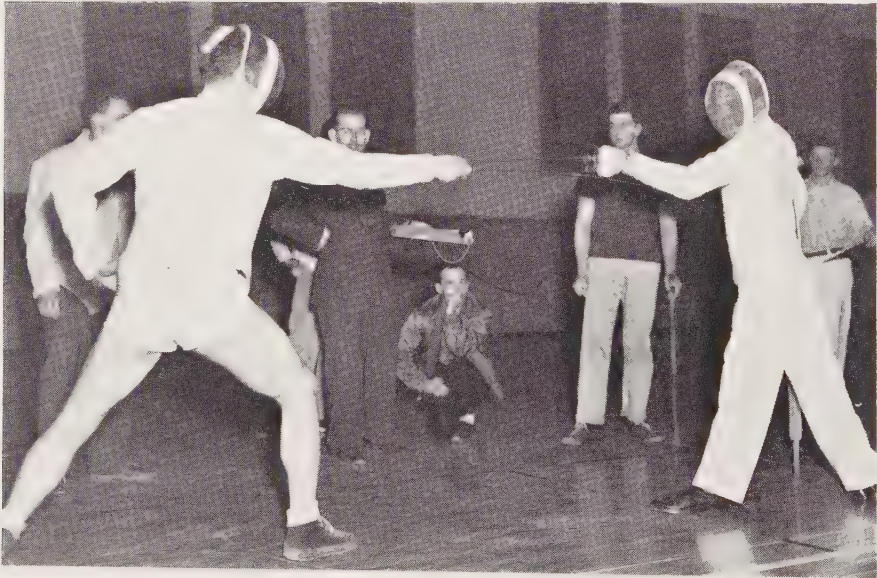


Fig. 40. There should be a variety of activities.

(E. F. Marten, Seattle.)

daily period of physical education be held for all pupils in grades one through twelve.

Credit should be given

Physical education should be given credit like the other major subject matter offerings. It is included in the curriculum because it contributes to educational outcomes. The credit is justified by the contribution physical education makes to the achievement of outcomes toward which all of education is working.

There should be a variety of activities

Physical education activities* that should be covered in the secondary school are as follows:

Team games: baseball, softball, basketball, touch football, volleyball, soccer, and field hockey (women only)

Dual and individual sports: track, badminton, table tennis, deck tennis, handball, horseshoes, tennis, archery, golf, and shuffleboard

Rhythms and dancing: social dancing, folk dancing, rhythms, gymnastic dancing, square dancing, tap dancing, and modern dancing

Formal activities: calisthenics and marching

Water activities: swimming, diving, lifesaving, water games

Outdoor winter sports: skating, snow games, ice hockey, skiing, and tobogganing

Gymnastics: tumbling, pyramid building, apparatus, rope climbing, and acrobatics

Other activities: self-testing activities, relays, correctives, camping and outdoor education

In order to best meet the needs of the secondary school student the types of activities should be wide and varied. Team games of high organization should occupy an increasingly important place at the junior high and are even more outstanding at the senior high school level. The junior high and early senior high school programs should be mainly exploratory in nature, offering a wide variety of activities, with the team games modified in nature and presented in the form of lead-up activities. Toward the end of the senior high school period there should be opportunity to select and specialize in certain activities which will have a carry-over value after formal education ceases. Furthermore, many of the team games and other activities should be offered in a more intensive manner and in larger blocks of time as one approaches the terminal point of the secondary school. This allows for greater acquisition of skill in selected activities.

As a general rule, boys and girls at the secondary level, including both junior and senior high, can profit greatly from rhythmic activities such as clog, tap, folk, and social dancing; team sports such as soccer, field hockey, softball, baseball, touch football, volleyball, and speedball; individual activities such as track and field, tennis, paddle tennis, badminton, hiking, handball, bowling, archery and fly casting; many forms of gymnastics such as tumbling, stunts, and apparatus activities; and various forms of games and relays. These activities will comprise the major portion of the program at the secondary level. Of course the activities should be adapted to boys and to girls as they are played separately or on a co-educational basis.

*From Bucher, Charles A.: *Foundations of Physical Education*, ed. 3, St. Louis, 1960, The C. V. Mosby Co.

| | | | Grade | | | | | | | | | |
|--|---|--|-------|---|---|---|---|---|----|----|----|--|
| | | | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Total Page One | | | | | | | | | | | | |
| 5 NECK ERECT. CHIN IN. HEAD IN BALANCE DIRECTLY ABOVE SHOULDERS | 3 NECK SLIGHTLY FORWARD, CHIN SLIGHTLY OUT | 1 NECK MARKEDLY FORWARD, CHIN MARKEDLY OUT | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 5 CHEST ELEVATED BREASTBONE FURTHEST FORWARD PART OF BODY | 3 CHEST SLIGHTLY DEPRESSED | 1 CHEST MARKEDLY DEPRESSED (FLAT) | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 5 SHOULDERS CENTERED | 3 SHOULDERS SLIGHTLY FORWARD | 1 SHOULDERS MARKEDLY FORWARD (SHOULDER BLADES PROTRUDING IN REAR) | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 5 UPPER BACK NORMALLY ROUNDED | 3 UPPER BACK SLIGHTLY MORE ROUNDED | 1 UPPER BACK MARKEDLY ROUNDED | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 5 TRUNK ERECT | 3 TRUNK INCLINED TO REAR SLIGHTLY | 1 TRUNK INCLINED TO REAR MARKEDLY | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 5 ABDOMEN FLAT | 3 ABDOMEN PROTRUDING | 1 ABDOMEN PROTRUDING AND SAGGING | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 5 LOWER BACK NORMALLY CURVED | 3 LOWER BACK SLIGHTLY HOLLOW | 1 LOWER BACK MARKEDLY HOLLOW | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| TO OBTAIN TOTAL RAW SCORE: | | | TOTAL | | | | | | | | | |
| 1. DETERMINE THE SCORE FOR EACH OF THE ABOVE 13 ITEMS AS FOLLOWS: | | | RAW | | | | | | | | | |
| 5 POINTS IF DESCRIPTION IN LEFT HAND COLUMN APPLIES | | | SCORE | | | | | | | | | |
| 3 POINTS IF DESCRIPTION IN MIDDLE COLUMN APPLIES | | | | | | | | | | | | |
| 1 POINT IF DESCRIPTION IN RIGHT HAND COLUMN APPLIES | | | | | | | | | | | | |
| 2. ENTER SCORE FOR EACH ITEM UNDER PROPER GRADE IN THE SCORING COLUMN | | | | | | | | | | | | |
| 3. ADD ALL 13 SCORES AND PLACE TOTAL IN APPROPRIATE SPACE | | | | | | | | | | | | |

Fig. 41. Posture rating chart—part of New York State Physical Fitness Test. (Courtesy Division of Health, Physical Education, and Recreation, State Department of Education, Albany, N. Y.)

POSTURE RATING CHART

Grade

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|---|---|---|---|---|---|----|----|----|
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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Rater's Initials

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Date of Test

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|--|---|---|---|---|--|
| <div>5</div> <p>HEAD ERECT GRAVITY LINE PASSES DIRECTLY THROUGH CENTER</p> | <div>3</div> <p>HEAD TWISTED OR TURNED TO ONE SIDE SLIGHTLY</p> | <div>1</div> <p>HEAD TWISTED OR TURNED TO ONE SIDE MARKEDLY</p> | <div>4</div> <p>HEAD TWISTED OR TURNED TO ONE SIDE SLIGHTLY</p> | <div>7</div> <p>HEAD TWISTED OR TURNED TO ONE SIDE SLIGHTLY</p> | <div>10</div> <p>HEAD TWISTED OR TURNED TO ONE SIDE MARKEDLY</p> |
| <div>5</div> <p>SHOULDERS LEVEL (HORIZONTALLY)</p> | <div>3</div> <p>ONE SHOULDER SLIGHTLY HIGHER THAN OTHER</p> | <div>1</div> <p>ONE SHOULDER MARKEDLY HIGHER THAN OTHER</p> | <div>4</div> <p>ONE SHOULDER SLIGHTLY HIGHER THAN OTHER</p> | <div>7</div> <p>ONE SHOULDER SLIGHTLY HIGHER THAN OTHER</p> | <div>10</div> <p>ONE SHOULDER MARKEDLY HIGHER THAN OTHER</p> |
| <div>5</div> <p>SPINE STRAIGHT</p> | <div>3</div> <p>SPINE SLIGHTLY CURVED Laterally</p> | <div>1</div> <p>SPINE MARKEDLY CURVED Laterally</p> | <div>4</div> <p>SPINE SLIGHTLY CURVED Laterally</p> | <div>7</div> <p>SPINE SLIGHTLY CURVED Laterally</p> | <div>10</div> <p>SPINE MARKEDLY CURVED Laterally</p> |
| <div>5</div> <p>HIPS LEVEL (HORIZONTALLY)</p> | <div>3</div> <p>ONE HIP SLIGHTLY HIGHER</p> | <div>1</div> <p>ONE HIP MARKEDLY HIGHER</p> | <div>4</div> <p>ONE HIP SLIGHTLY HIGHER</p> | <div>7</div> <p>ONE HIP SLIGHTLY HIGHER</p> | <div>10</div> <p>ONE HIP MARKEDLY HIGHER</p> |
| <div>5</div> <p>FEET POINTED STRAIGHT AHEAD</p> | <div>3</div> <p>FEET POINTED OUT</p> | <div>1</div> <p>FEET POINTED OUT MARKEDLY ANKLES SAG IN (PRONATION)</p> | <div>4</div> <p>FEET POINTED OUT</p> | <div>7</div> <p>FEET POINTED OUT</p> | <div>10</div> <p>FEET POINTED OUT MARKEDLY ANKLES SAG IN (PRONATION)</p> |
| <div>5</div> <p>ARCHES HIGH</p> | <div>3</div> <p>ARCHES LOWER, FEET SLIGHTLY FLAT</p> | <div>1</div> <p>ARCHES LOW, FEET MARKEDLY FLAT</p> | <div>4</div> <p>ARCHES LOWER, FEET SLIGHTLY FLAT</p> | <div>7</div> <p>ARCHES LOWER, FEET SLIGHTLY FLAT</p> | <div>10</div> <p>ARCHES LOW, FEET MARKEDLY FLAT</p> |

Total Page One

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Fig. 41 (cont'd).

THE ADAPTED PROGRAM

The adapted program refers to that phase of physical education which meets the needs of the individual who, because of some physical inadequacy, functional defect capable of being improved through exercise, or other deficiency, is temporarily or permanently unable to take part in the regular physical education program. The word "adapted" is used here, although in many books and schools this special program is known by other terms, such as "corrective," "individual," "modified," "remedial," "atypical," "restricted."

Many times health examinations such as medical, physical fitness, or other type indicate some pupils are not able to participate in regular physical activity programs. The principle of individual differences that applies to education as a whole should also apply to physical education. Physical education leaders believe that as long as a student can come to school he should be required to participate in physical education classes. If this tenet is adhered to, it means programs must be adapted to individual needs. Many boys and girls who are recuperating from long illnesses or operations or are suffering other abnormal conditions require special consideration in their program of activities.

It cannot be assumed that all individuals in physical education classes are normal. Unfortunately, many programs are administered on this basis. One estimate indicates that one out of every eight students in our schools is handicapped to the extent that special provision should be made in the educational program.

Types of students in adapted program

Students having such atypical conditions as the following may profit from an adapted program: (1) faulty body mechanics; (2) nutritional disturbances (overweight or underweight); (3) heart and lung disturbances; (4) postoperative or convalescent problems; (5) hernias, weak and flat feet, menstrual disorders, etc.; (6) nervous instability; (7) poor physical fitness; and (8) crippling conditions (infantile paralysis, etc.).

Scheduling

There is a feeling among physical education leaders that scheduling handicapped children and youth in separate groups is not always satisfactory. Many educators who have studied this problem feel that the atypical child should take his physical education along with the normal children and, to provide for their handicapped condition, that the program be modified and special methods of teaching used. In such cases, the administrator should make sure that the modification of the program for the pupil is physically and psychologically sound. Sometimes mental and emotional defects can be minimized if the teacher acquaints other pupils with the general problems of the handicapped child and encourages their cooperation in helping the child to make the right adjustment and maintain his self-esteem and social acceptance. There also seems to be a trend in secondary schools to follow an adapted sports program rather than to have a corrective type of program.

In the larger schools it sometimes has been possible to schedule special classes for children with certain types of abnormalities. This procedure has not always

proved satisfactory, however, because of the financial cost and the feeling that boys and girls should be scheduled with normal children for social and psychological reasons. Therefore, including the handicapped in the same classes with other students has become a common practice.

In some smaller schools where there is a staff problem, those students needing an adapted program have been scheduled as a separate section within the regular physical education class period. In some cases group exercises have been devised together with the practice of encouraging pupils to assist one another in the alleviation of their difficulties. These methods are not always satisfactory but, according to the schools concerned, are much better than not doing anything about the problem. In other schools atypical pupils have been scheduled during special periods in which individual attention can be given to them.

The procedure that any particular school follows in scheduling those students for the adapted program will depend upon its educational philosophy, finances, facilities, and staff available, and should be guided throughout by the needs of the students.

Principles underlying a sound adapted physical education program

1. A thorough medical examination is a prerequisite to assignment to the adapted program.

2. Through the conference technique the teacher can gain from the student much information in regard to his or her interests, needs, limitations, and abilities.



Fig. 42. Body mechanics in the adapted program. (New York City Schools.)

3. The program of activities should be adapted to the individual and his or her atypical condition. Special developmental exercises, aquatics, and recreational sports can play an important part in most programs.

4. There should be a periodic evaluation of student progress.

5. Complete records should be kept on each student. Such information as handicapping condition, recommendation of physician, special activities, interviews, progress, and other pertinent data should be recorded.

6. Good teacher-student-nurse-physician-administrator rapport is essential to doing a good job.

7. The teacher of adapted physical education should work very closely with medical personnel.

8. Teachers of adapted physical education should have a sincere interest and recognize the real challenge in helping handicapped students.

INTRAMURAL AND EXTRAMURAL ATHLETIC PROGRAMS

Intramurals and extramurals refer to that phase of the school physical education program which is geared to the abilities and skills of the entire student body and consists of voluntary participation in games, sports, and other activities. It offers intramural activities within a single school and such extramural activities as "play" and "sports" days which bring together participants from several schools. It is a laboratory period for sports and other activities whose fundamentals have been taught in the physical education class program. It affords competition for all types of individuals—the strong and the weak, the skilled and the unskilled, the big and the small. It also includes both sexes, separately and in corecreational programs. It is not characterized by the highly organized features of varsity sports, including their commercialization, many spectators, considerable publicity, and stress on winning. It is a phase of the total physical education program which should receive considerable stress.

Relation to interschool athletics

Both intramural and extramural and interschool athletics are integral phases of the total physical education program. The total physical education program is made up of the required physical education class program, the intramural and extramural, and the interschool athletics programs. Each has an important contribution to make to the achievement of physical education objectives. The important thing is to maintain a proper balance so that each phase enhances and does not restrict the other phases of the total program.

Whereas intramurals and extramurals are for the entire student body, interschool athletics are usually for those with a greater degree of skill in various activities. Intramurals and extramurals are conducted primarily on a school basis, while interschool athletics are conducted, as the name implies, on an interschool basis.

There is no conflict between these two phases of the program if the facilities, time, personnel, money, and other factors are apportioned according to the degree to which each phase achieves the educational outcomes desired, rather than the degree of public appeal and interest stimulated. One should not be designed as

a training ground or farm system for the other. It should be possible for a student to move from one to the other, but this should be incidental in nature, rather than planned.

If conducted properly each phase of the program can contribute to the other and through an over-all, well-balanced program the entire student body will come to respect sports and the great potentials they have for improving physical, mental, social, and emotional growth. When a physical education program is initially developed, it would seem logical to first provide an intramural program for the majority of the students, with the interschool athletics program coming as an outgrowth of the former. The first concern should be for the mass or majority and the second, for the few or minority. This is characteristic of the democratic way of life. Although the intramural and extramural athletics program is designed for every student, in practice it generally attracts the poor and moderately skilled individuals. The skilled person finds his niche in the interschool athletic program. This has its benefits, in that it is an equalizer for competition.

In junior high school

In the junior high school the main concentration in athletics should be on intramurals and extramurals. It is at this particular level that students are taking a special interest in sports, but at the same time their immaturity makes it unwise to allow them to engage in an interscholastic program. The program at this level should provide for boys and girls, appeal to the entire student body, have good supervision by a trained physical education person, and be adapted to the needs and interests of the pupils.

The American Association for Health, Physical Education, and Recreation, the Society of State Directors, and many other authoritative and professional groups have gone on record in favor of a broad intramural and extramural junior high athletics program, as against an interscholastic, competitive program. They feel this is in the best interests of youth at this age level.

The junior high school provides a setting for giving students foundations and fundamental skills in many sports and activities. It is a time of limitless energy when physiological changes and rapid growth are taking place. Youth in junior high schools should have proper outlets to develop themselves in a healthful manner.

In senior high school

At the senior high school level the intramural and extramural athletics program should grow to its full potential. At this time the interests and needs of boys and girls require such a program. These students want and need to experience the joy and satisfaction that are a part of playing on a team, excelling in an activity with one's own peers, and developing skill. Every high school should see to it that a broad and varied program is part of the total physical education plan.

The program of intramural and extramural athletics for boys and girls should receive more emphasis than it is now getting at the senior high school level. It is basic to sound education. It is a setting where the skills learned and developed



Fig. 43. Intramural athletics.

in the instructional program can be put to use in a practical situation, with all the fun that comes from such competition. It should form a basis for the utilization of skills which will be used during leisure time, both in the present and in the future. Since this is the time when so many young people, especially girls, lose interest in physical activity, the intramural and extramural program can help to maintain such an interest.

Corecreational activities should play a prominent part in the program. Girls and boys need to participate more together. Many of the activities in the high school program adapt themselves well to both sexes. The play and sports days that are conducted also offer a setting where both sexes can participate and enjoy worth-while competition together.

For girls

According to many leaders in the field, intramural and extramural athletics are preferred and emphasized for women as against interschool athletics. These leaders point out that certain biological, social, and psychological characteristics of girls and women adapt better to this type of organization and program. The Division of Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation has stated that sports when conducted in the right manner contribute to such desirable outcomes as fitness for living and to the development of the most desirable and attractive qualities for womanhood. These include many physical and mental as well as social qualities.

The program should be composed of a wide variety of team and individual

sports and other activities which may be played among the girls themselves or in mixed groups. Girls have spearheaded the drive for sports and play days and so these deserve special emphasis. There should be qualified women leaders directing all phases of the program, although men should work very closely with them and lend support and help at every opportunity. Women should officiate in their own activities. Every safeguard should be taken to protect girls from harmful practices. There should be no commercial exploitation or unfavorable publicity attached to the program.

THE INTERSCHOLASTIC PROGRAM

Interscholastic athletics have a definite and important place in senior high school. Whether they should exist at the junior high school level is controversial. Interscholastic competition at the senior high school level can help players achieve a higher standard of mental, moral, social, and physical fitness, provided the over-all objectives of physical education are kept in mind.

Interscholastic athletics represent an integral part of the total physical education program. They should grow out of the intramural and extramural athletics program. Athletics, with the appeal it has for youth, should be the heart of physical education.



Fig. 44. Interscholastic athletics in basketball. (Central Westchester League.)

Interscholastic athletics at the junior high school level

There has been considerable discussion in recent years on the advisability of athletic competition at the junior high school level. The resolutions passed by professional organizations and the stands taken by leaders in the field point to the fact that highly organized interschool athletics programs are questionable as a part of junior high school programs.

There are two sides to the question of junior high school athletics and at times they both sound convincing. The "cons" have offered facts to indicate that it is risky business to permit boys and girls to play interschool athletics at this level. The "pros" have shown that programs have been conducted in a safe and sound manner.

Both sides would agree, it seems, that more research is needed to determine the right policy to follow. Probably educators would be on the safe side if they waited until more research has been conducted before encouraging this kind of participation. Above all, the following principles are basic:

1. The main object of athletics should be healthful participation and fun.
2. Every youngster should have opportunities to participate in a varied program of many physical activities and sports on both a physical education class and intramural basis. These phases of the program should receive priority for the junior high schools.
3. Occasional competitive experiences in selected activities on an informal basis such as sports days and play days can be conducted with profit.
4. A complete medical examination is a prerequisite.
5. Proper leadership consists of persons who know and appreciate the physical and emotional limitations of youngsters, the fundamentals of first aid, the sport itself, and how to condition and train players for the activity. A certified physical education person should handle such activities.

Interscholastic athletics at the senior high school level

The high school level is the logical place to start interschool athletics on a more highly organized basis. This is the place where youngsters may find an opportunity to experience exhilarating competition and test their skill against that of teams in neighboring communities.

The following principles should guide the program:

1. High school interscholastic athletics should be voluntary in nature. All students who desire to go out for a team should be allowed to play on the squad. In theory no one should ever be cut from the squad. Every attempt should be made to have sufficient junior varsity or grade "B," "C," and other teams so that any interested student will have the opportunity to participate at his level of ability.
2. Athletics should be conducted in out-of-school hours. The class period should never be utilized for practice.
3. Players should not be excused from physical education class. Programs may be adapted, but every player can receive some benefit from participating in the class program.
4. The interschool athletic program should be organized and administered

with the needs of the participant in mind. What will benefit the spectator should never influence the program.

5. A wide variety of activities based on the needs and interests of students should be offered. The number of students that can be accommodated in a wide variety of sports and other physical education activities should be the basis on which an interschool athletic program is founded and developed.

6. The coach should be selected on the basis of his knowledge of the game, ability to teach, understanding of the participant, and his character and personality. Some physical education preparation is an essential.

7. Through interschool competition the player should become more physically, mentally, emotionally, and socially fit.

8. One of the first requisites for every participant in an athletics program should be a medical examination to determine physical fitness and capacity to engage in such a program.

9. Everything possible should be done to provide for the safety of the participant.

10. Every school should have a written policy in regard to financial and other responsibilities associated with injuries. The administrator, parents, and players should be thoroughly familiar with the responsibilities of each in regard to injuries.

11. Some form of insurance plan to cover injuries should be in force in all schools.

12. For boys' programs the standards of the National Federation of State High School Association should apply, and for girls' programs the principles established by the Division of Girls and Women's Sports.

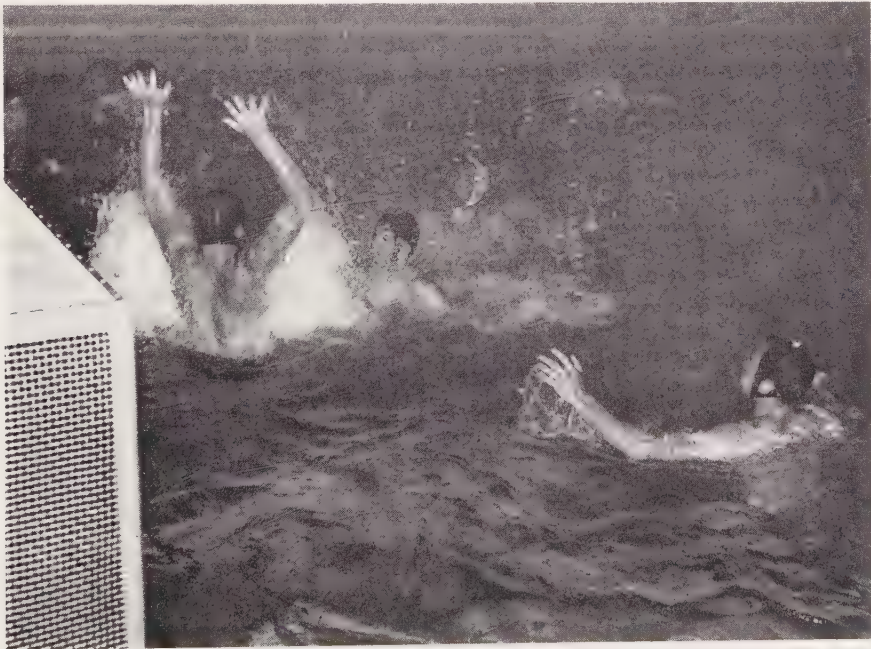


Fig. 45. Interscholastic athletics in water polo.

13. Officials should be well qualified. They should know the rules and be able to interpret them accurately; recognize their responsibility to the players; be good sportsmen, and be courteous, honest, friendly, cooperative, impartial, and able to control the game at all times.

Girls' interschool athletics

The question of athletics for girls is highly controversial. The problems of how much, how little, and what is a happy medium are frequently raised, with enthusiastic supporters on all sides of the issue. There seems to be a general consensus of opinion that athletics can render a valuable service for girls. The question arises as to what type of program can best render this service. Girls can develop a better state of total fitness, skills for worthy use of leisure time, and other desirable qualities and attributes just as boys can. However, it must be recognized that girls are not boys. There are many biological, social, and other differences which must be taken into consideration.

The girls' program should be concerned especially with the individual sports and activities, as well as the team games. The women in charge and those doing the officiating should be qualified. Official girls' rules should be followed. The girls' games should be separated from the boys', except in coeducational activity, which should occupy an important place in the program. The social aspects should be stressed; jumping and body contact should be limited or eliminated altogether. Health safeguards should be observed, seasons limited, and restrictions enforced on the amount of competition allowed any one girl. Publicity and commercial aspects should be controlled so that the girls are not exploited. The statement on policies and procedures of the Division for Girls and Women's Sports should be an important reference and guide.

POINTS TO REMEMBER

1. A workable definition of physical education.
2. The four components of the physical education program.
3. Basic considerations in the required class physical education program.
4. Nature and scope of adapted physical education program.
5. Characteristics of intramural and extramural physical education program.
6. Considerations for an interscholastic athletic program.

PROBLEMS TO THINK THROUGH

1. Why is it essential to consider all four components of a program of physical education in order to best meet the needs and interests of all boys and girls?
2. Why is it that many schools do not have an adapted physical education program?
3. Why is it that many schools do not follow resolutions of professional associations in regard to interscholastic athletic programs?

CASE STUDY FOR ANALYSIS

Select a secondary school and make a careful study of its class, adapted, intramural and extramural, and interschool athletics programs. Make a list of commendable aspects of the school's physical education program and also a list of points that are weaknesses and require attention.

EXERCISES FOR REVIEW

1. Define physical education.
2. Why must the class physical education program be instructional in nature?
3. What are some important considerations in developing an effective instructional class program?
4. Make a study of what four physical education leaders say are important characteristics of the class physical education program.
5. Debate the issue Resolved: Interscholastic athletics should be banned from all junior high schools.

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Physical fitness in the physical education program*

Educating students of secondary school age for physical fitness is a most important but difficult task. Adolescent girls are not easily motivated in this direction, for their interests center more on feminine fancies than on physical feats. Boys are usually anxious to become star athletes but not anxious to exert themselves in the process. It is difficult for students to comprehend their personal needs for strength, speed, agility, or endurance. Yet during this period of rapid growth it is essential that they strive toward optimum health and physical efficiency for proper development.

How students achieve physical fitness varies with each individual, for fitness itself varies in relation to the individual's personal requirements. The scholar has different needs from the football player and, therefore, requires a different type of fitness. However, the basic components of fitness—such as good posture, desirable health habits, social, emotional, and mental well-being—are necessary for all. It is the responsibility of the physical education teacher to promote the development of these components to their fullest degree. Students must be made aware of their need for physical fitness and led toward achievement of this goal. This should be done through both the instructional and the noninstructional phases of the total physical education program.

INSTRUCTIONAL PROGRAM

There are many methods and techniques useful for teaching adolescents in the area of physical fitness. The instructional program itself should contain definite steps for appraisal, guidance, and testing throughout the school year; and related discussions, assignments, and studies should be included for special emphasis.

Teaching methods and techniques

Appraisal. The appraisal of physical fitness in secondary school is an important teaching method which serves many purposes. Appraisal of fitness provides the

*See also Chapter 5.



(Platnick's Photo Service, Hempstead, L. I.)

Fig. 46. Building physical fitness through swimming.

teacher with a picture of the fitness level of each student, each class unit, and the over-all school population. These data may then be helpful in determining individual student needs and the needs of the total program. Statistics on speed, accuracy, and other components of fitness should be used throughout the year to aid in program planning and to promote fitness. (See Chapter 18, Evaluation.)

The process of appraisal should be very beneficial for the student. It should provide an understanding of what fitness really is. Having endurance, efficiency, and coordination enough to complete satisfactorily the everyday tasks required in high school should be recognized as one of the fitness objectives. Students also need to recognize that physical fitness is not the same for each individual, and this attitude may be promoted through the appraisal process. Furthermore, appraisal helps to motivate students toward improvement of their own physical abilities. Instead of mistaking physical fitness for pure muscular strength, they see that exercise can be fun and that it is necessary for proper growth and development and healthy resistance to disease.

Guidance. The teaching program should provide an opportunity for individual

guidance of students in the area of physical fitness. This may be done in connection with the appraisal program, with individual conferences scheduled for each student to discuss personal problems and weaknesses. When a teacher is able to offer this personal attention to each student and can suggest exercises and methods of improvement, the boy or girl consciously puts forth effort to improve.

Group guidance in the general aspects of physical fitness should also be included in the instructional program through a unit of study. For girls, stress should be placed on proper postures and good body mechanics in daily activities—that is, in standing, sitting, walking, lifting, carrying books, studying, and so on. By appealing to the girls' desires to be attractive and to develop balance, grace, and poise in movement, the teacher may motivate these students toward improved fitness. A unit for boys should stress increasing their achievement levels in strength, endurance, flexibility, accuracy, balance, and other physical traits. In this way they too are motivated toward improving physical fitness. A successfully taught unit should have carry-over value not only into daily life but also into college and later years, by developing a wholesome attitude toward fitness and its importance in effective living.

Testing. Testing should be a regular part of the total physical education program, and testing for physical fitness should be included as one phase of evaluation. The materials for testing different components of physical fitness are extensive. Many of the established tests have been developed for men because of the emphasis on physical training necessary for the armed services, but some are suitable for use with boys in secondary schools. A few tests have been adapted for girls and have comparative norms that are valuable in the secondary school program. One of the most recent tests for both boys and girls is the Physical Fitness Test Battery developed by the American Association for Health, Physical Education, and Recreation in 1957-1958. This and other tests are described in Chapter 18. The motivational and educational value of these tests should be recognized here, however, for they are definitely a vital teaching technique for physical fitness.

Discussion. Students in secondary school should have an opportunity to discuss various aspects of physical fitness as part of their instructional program. Related problems such as dieting, relaxation, and menstruation are topics which arouse much interest in girls. Narcotics and alcohol studies provide excellent learning possibilities for both boys and girls. Special studies in these and similar subjects related to physical fitness in everyday life should be a regular part of the instructional program.

Assignments. Homework assignments on fitness that are coordinated with the regular instructional program should be given. These assignments might be in the form of improving performances of particular physical fitness exercises such as push-ups or sit-ups, or they might be readings related to this particular subject. Studying about young girls and boys who have accomplished unusual feats in athletics is both interesting and inspiring to adolescents.

Other techniques. In order to emphasize physical fitness in the instructional program there are a few supplementary techniques that are particularly helpful. The use of audio-visual aids is an excellent way to stimulate student interests. Bulletin boards, performance charts, exceptional records, and similar devices serve as

reminders when displayed prominently. Also, having the students conduct drills and take turns in leading the class allows an unforgettable personal experience in promoting physical fitness. Of most importance, however, is making physical fitness enjoyable, for when students see that activities are fun they will profit more fully from the instructional program.

OUT-OF-CLASS PROGRAM

The noninstructional program, which includes all activities held outside of the regularly scheduled physical education class, is equally important to the promotion of physical fitness. The intramurals, extramurals, clubs, demonstrations, contests, and other activities all serve to focus student attention on physical pursuits.

Intramurals

The intramural program should be available to as many students as possible. By providing an interesting and exciting program of intraclass games in a wide variety of sports and in an atmosphere where all students feel their participation is welcome, the teacher is able to increase the over-all interest in physical fitness and skills.

Extramurals

A program of interscholastic competition serves to heighten the interest of boys and girls, and their efforts to make the honor squads or varsity teams induce improvement in physical fitness at the same time.

Clubs

There are several clubs that may be sponsored by the physical education department to provide benefits for physical fitness. The cheerleaders, baton twirlers, drill team, and the gymnastics, tumbling, and physical fitness clubs all require many attributes of physical fitness for performance. The avid interest that many students have in these types of activities should be developed. Leaders' clubs and modern dance groups also have a definite part in the physical education program and membership should be open to all interested students.

Demonstrations

Public demonstrations and performances of club activities, such as those of the modern dance group, not only improve the physical fitness of participants but also serve to increase the interest in and appreciation of these activities.

Contests and campaigns

Sometimes a special contest or campaign to promote good posture or a similar component of physical fitness is an excellent technique for arousing and enhancing interest. Student planning as well as participation in such events should be fostered to gain the most value from them.

Organizations

Organizations such as an athletic association, Hi-Y, or scouting and explorer



Fig. 47. Cheerleaders Club. (White Plains High School, New York.)



Fig. 48. Outdoor camping expedition builds physical fitness. (San Diego County Schools.)

troops may serve to promote fitness both among its members and on a school-wide basis as well.

Outings

Field trips, clinics, and outdoor camping expeditions are very popular with students and they provide fitness experiences not otherwise available. The physical education teacher should try to sponsor such events whenever feasible.

Awards

For students who have shown much improvement or have performed exceptionally well in specific areas of physical fitness a ribbon or small award might be presented. The American Association for Health, physical Education, and Recreation has special awards and certificates which may be given in connection with the administration of their physical fitness test, previously mentioned.

Cosponsored activities

Much interest can be stimulated with coeducational activities sponsored by both the boys' and the girls' departments or with special events sponsored cooperatively with community organizations. The local Dads' Club or Chamber of Commerce is generally interested in physical fitness activities and willingly conducts field days, contests, and sports days. The physical education teachers should work with the leaders of these organizations to ensure proper management and supervision for the benefit of the students.

POINTS TO REMEMBER

1. The physical fitness goal of physical education requires special emphasis because of increased national concern in this area.
2. The instructional program of physical education should be geared to physical fitness through methods of teaching that include appraisal and guidance.
3. The additional teaching techniques of testing and assignments should stress physical fitness in the instructional program.
4. The noninstructional program should emphasize fitness through its many components.
5. Students in secondary school need to be guided in physical fitness to become aware of its importance to everyday living.
6. Students need to realize the individuality of physical fitness and should understand their own personal requirements in this area.

PROBLEMS TO THINK THROUGH

1. How can the results of the appraisal of physical fitness be most effectively used for the benefit of the students?
2. In a community that sponsors few recreational programs, how might the physical education department of the secondary school promote community-wide interest in physical fitness activities?
3. The administration of a secondary school is disturbed about students smoking on school property, contrary to regulations. Students and some members of the community are in favor of a students' smoking lounge. In what ways might the physical education department combat this trend?

4. In a small secondary school there is only one teacher of girls' physical education and one teacher for the boys'. Activities after school are therefore limited to the supervision and facilities available to these two instructors. How might an adequate intramural program be set up that would promote physical fitness for the greatest number of students?
5. What methods might be used to improve physical fitness in students scoring low on appraisal?
6. In what ways might individual personal guidance be offered to students needing special attention in physical fitness work?

CASE STUDY FOR ANALYSIS

The physical education department in a large secondary school plans to promote a year-long campaign for physical fitness, not only for students in the school but also for the community at large. The administration has approved the idea and offered some financial assistance to back their campaign. What steps would the staff take in carrying out their campaign within the instructional program? In the noninstructional program? In the community? What special activities and events might be sponsored? In what ways might students become involved in the program?

EXERCISES FOR REVIEW

1. What are the advantages and disadvantages in running a physical fitness appraisal program more than once during a year?
2. What particular objectives should be established for a unit on physical fitness with eighth grade girls? Boys?
3. What aspects of physical fitness should be stressed in team sports? Individual sports? Formal activities? Rhythms? Aquatics?
4. What exercises are particularly valuable for developing strength? Endurance? Flexibility? Balance? Other components of physical fitness?
5. What types of charts and diagrams would serve effectively to motivate students in physical fitness?
6. What current outside reading materials might be valuable homework for high school students?
7. In what ways might a leaders' club assist the physical education teacher in testing and promoting physical fitness?
8. What types of awards would be appropriate for performances in physical fitness?
9. What topics for discussions in physical fitness would be of particular interest to high school girls? Boys? Both?
10. What are the advantages and disadvantages to choosing a "most physically fit" boy and girl?

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Interpreting the program of physical education

There is an urgent need for interpreting physical education to students, academic teachers, and the public in general. This means getting the accurate facts to these people and helping them understand the purposes and worth of our profession in the educational process, as well as in their personal lives.

Physical education is a misunderstood profession. Surveys have been conducted among lay persons which show that physical education is thought of as "calisthenics done to command," "sports alone," or "arms and legs and good intentions" and in terms of other misconceptions. Only as teachers of physical education interpret their profession correctly will it be possible for it to get public support and effectively achieve its goals.

GROUPS NEEDING INFORMATION

Interpretation or public relations is basically concerned with communication. One person has defined it as getting the right facts to the right people at the right time and in the right way. Another has said it is doing good and getting credit for it. One important consideration, regardless of definition, is to recognize there are different publics to be reached and different procedures and techniques necessary in reaching these various groups. Four important publics to reach are identified below.

Youth

Students in our schools who are exposed to physical education programs should be our best supporters. They should graduate from our schools and depart from our programs feeling that this has been a very worth-while, enjoyable, and educational experience. They should believe that this subject needs support and should be recommended to other people. These children grow up to be presidents of boards of education, directors of banks, industrial chairmen, and other important citizens in our communities from coast to coast. The experience they have in physical education will help to determine how much they will support these programs as adults.

Colleagues

Other faculty members are also an important public to reach. The absence of coaches and other physical education personnel at faculty meetings and other



Fig. 49. Students should be our best supporters.

academic gatherings frequently results in a lack of adequate communication and interpretation of the program to the history, science, English, and other teachers. We cannot expect to be considered an important part of the school educational program if the department is often not represented at important meetings. We need the support of our colleagues. We should exploit every opportunity to reach these important educators whether it is at faculty meeting or informal discussion in the teachers' room.

Administrators

School administrators make decisions affecting physical education programs, determine budget allocations, determine facility allocations, and in many other ways help or hinder our professional progress. It is important to reach this powerful group.

Parents

Mothers and fathers should not be overlooked. If they feel their children are getting a worth-while educational experience in physical education, they will be strong supporters; but if they feel it is a waste of time due to poorly planned programs, they may fail us in the support we need as a profession.

General public

Of course the general public consisting of business and professional people, taxpayers, and other citizens are interested in their schools. Outstanding educa-

tional systems are marks of good communities. Therefore, it is important to interpret to the general public how we contribute to a strong educational program.

BASIC CONSIDERATIONS

Some basic considerations in reaching the various publics are indicated here.

Studies and research. The results of investigations on various aspects of the physical education program, such as improvement in the students' physical fitness or skills, is excellent publicity material. Such studies and research should aim to place physical education on defensible ground as to its worth in the educational program.

Written material. Newsletters, reports, memorandums, brochures, and other forms of written material which have been accurately and neatly prepared are excellent media for reaching the various publics.

Sound departmental policies. If the department of physical education has given time and study to policies concerning excuses, uniforms, athletic participation, class participation, grades, and other important matters, the dissemination of such material will reflect efficiency and a well-functioning program.

Conferences. Student, parent, administrator, or teacher conferences are always important to explain purposes of programs, indicate interests, eliminate problems, and plan projects.

Integrated programs. Planning interdepartmental programs is an effective educational and interpretive device. A folk dance festival which integrates the resources of the physical education, art, music, home economics, history, geography, and other departments is an excellent medium.

Involvement. "As you share you care" is a saying that has much merit. Administrators, townspeople, colleagues, students, and others can be involved in many aspects of the physical education program, ranging from athletics to the "careers day" project.

Internal considerations. Public relations should be considered internally before it is developed externally. The support of everyone within the organization, from the top administrator down to the last worker, should be procured. Furthermore, such items as purpose of program, person or persons responsible, funds available, media to be utilized, and tools to carry on the program should be the first consideration.

Public relations plan. The public relations program should be outlined and in writing, and every member of the organization should become familiar with it. The better it is known and understood, the better chance it has of succeeding.

Funds. There should be adequate funds to do the job. Furthermore, the person or persons in charge of the public relations program should be given freedom in spending this money in whatever ways they feel will be most helpful and productive for the organization.

Persons responsible. Individuals assigned public relations work should modestly stay in the background, keep abreast of the factors that affect the program, develop a wide acquaintance, and make contacts that will be helpful.

Wide coverage. A good interpretative program will utilize all available re-

sources and machinery to disseminate information to the public in order to ensure adequate coverage.

Outstanding program. The program of physical education is the most important public relations medium. Good news travels fast but, remember, bad news spreads even faster. If you have a good program people will hear about it and in turn you will receive their supporting help.

PRINCIPLES OF GOOD PUBLIC RELATIONS

C. O. Jackson¹ of the University of Illinois lists the following ten principles which he believes are important to carrying out a good program of physical education.

1. *Begin with the best program* of health and PE that you can develop for your students in your situation. Existing time factors, facilities and equipment, aided by your initiative and ingenuity, will help.

2. *Use every opportunity* to acquaint fellow faculty members, other school personnel, with your plans, your special problems. Remember, a good listener makes greater progress, so be sympathetic to *their* problems.

3. *Take every opportunity to speak* to members of the community, individually and in groups about your program. Talks before PTA groups, civic and fraternal organizations can be of real value in putting your ideas across.

4. *Dress, talk and act* like a respected member of both faculty and community. Your appearance, your personality are selling the program *and* your profession in your classes, at school, elsewhere in the community.

5. *Work with and through the administrator* in getting your ideas approved and accepted. Statements by leaders in education, in medicine, and discussions of good programs in near-by schools can have nothing but good results.

6. *Sell the editor* of the local newspaper on the value of your program, the news value of the many releases you can give him. Discuss your problems with him, keep him informed of your progress. Even better, write up your problems in short, easy-to-read form for the editor or reporter. He will meet you more than half way if the "meat" of the story is easy to uncover.

7. *Arrange to use some of the educational time* on radio and TV for your program presentation. The complaint in many areas is that not enough such material is available to even meet requirements set up by the Federal Communications Bureau.

8. *Carry on broader, more comprehensive programs* of intramurals, GAA, and recreation as an outgrowth of your in-class program of PE. This is a big step in doing something worth while for *all* students.

9. *Plan and carry out demonstrations*, athletic carnivals, play and sport days. Try an annual open house. Parents and townspeople are interested in what their children are doing—give them a good sample.

10. *Remember that good teaching* is the crux of good public relations. Your students are ambassadors of good will. If you challenge them, help them in your program, they and their parents will become your strongest supporters. Your program will grow and develop correspondingly.*

*From Jackson, C. O.: Ten Principles of Good Conduct, Physical Education and School Athletics Newsletter, Jan. 20, 1957, New London, Conn., Arthur C. Croft Publications.

INTERPRETIVE MEDIA

Some of the media that can be utilized effectively in physical education, together with some underlying principles regarding their use, will be discussed briefly.

Slogans

The strength of a slogan rests in its emotional appeal—it is a distinctive phrase used to signify a purpose.

Slogans should be informational, factual, colorful, appealing, easily understood and remembered; and they should impel to action.

In addition, slogans should be timely, practical, personal, challenging, simple, based on truth, short, imaginative, and concrete.

They can be used in radio, television, speeches, songs, posters, letterheads, billboards, displays, rallies, exhibits, advertizements, and handbills.

Our nation's political history has been affected by slogans. A few examples: "Walk softly and carry a big stick." "Keep cool with Coolidge." "Make the world safe for democracy." "A chicken in every pot." "54-40 or fight." "Over the top." "Remember the Maine." "No taxation without representation."

Slogans have noticeably affected our economic development. A few examples: "It's smart to be thrifty." "We will not be undersold." "What helps business helps you."

Products have used slogans effectively. A few examples: "I'd walk a mile for a camel." "All the news that's fit to print." "Progress is our most important product." "The pause that refreshes."

Ways of life are reflected in slogans. A few examples: "A stitch in time saves nine." "Time and tide wait for no man." "He who hesitates is lost." "Spare the rod and spoil the child."

Slogans have been used successfully in health, physical education, and recreation. A few examples: "It pays to play." "Give your child's mind his body's support." "Cross at the green, not in between." "Brush today to check decay." "A sound mind in a sound body." "Health, energy, and power are yours." "Fitness—a basic goal of education."

Posters

Posters must catch and hold the attention of the viewer.

They require an eye-catching design.

Posters should convey a message.

Color is one of the most important agents in helping to convey a poster's message. The proper color should be used—blue for water, as an example. Colors should be complementary and not clash.

As a rule, posters should have a short, striking, and well-worded message.

Posters should be simple, interesting, attractive, and convincing and should leave a definite message with the viewer.

Posters should guide an observer's view from one part of the display to the other. This can be done through colors, lines, and other techniques.

They should be placed at eye level if possible.

Posters should have good balance with essential features in most prominent places.

Radio

A radio program should hold the listeners' attention from start to finish. Many radio stations today broadcast little other than music and news. Programs must fit into such a pattern in order to hold the listeners rather than lose them.

Short programs are good. Very few persons turn on the radio today to listen to a particular program. It is necessary to catch them while they are tuned to a particular station.

The program should be informative and entertaining.

Language must be simple and direct—human interest and anecdotal material are always good.

It is better to get depth into one idea rather than to cover many and only scratch the surface.

Talk *with* rather than *to* the listener. Speak in the listeners' terms.

Know your clientele.

Consult with the broadcasters—producers, program directors, etc. Find out the most effective methods for radio broadcasting.

Have a definite message in mind that you want to get across to the public.

Be thoroughly familiar with the method you plan to use to relay your information: spot announcements, editorials, news broadcasts, reporting of school activities, panels, interviews, plays, quiz programs, etc.

Determine the time of day at which you would have the most receptive audience.

Publicize the radio program in advance. This can be done via advertisements, announcements on other broadcasts, school publications, press releases, etc.

Television

Explore the possibility of obtaining free time. The idea of performing a public service will influence some television station managers.

Consult television stations that are reserved for educational purposes.

Be prepared with written plans which can be put into operation immediately. Sometimes one must take advantage of opportunities for television time on short notice. Being ready might make the difference between acceptance or rejection for such an assignment.

Do not overlook the fact that television programming requires rehearsals, preparation of scenery, and other work.

Have boys and girls participate in the program. Any time that you get youngsters into the act you immediately attract the attention of mothers, fathers, aunts, uncles, grandmas, friends, etc.

Motion pictures

One of the most powerful means of informing and enlightening the public in regard to physical education is through the use of motion pictures. The American

Association for Health, Physical Education, and Recreation film "They Grow Up So Fast" has proved this point.

Good pictures of daily class activity bring tangible evidence of the worth of the program to parents and others. They are excellent for PTA groups, civic clubs, etc.

Motion pictures usually have better audience attention. The situation is not like that in television, where there is opportunity to change to another program.

Before making a film, analyze the potential audience, message to be conveyed, and other important items.

Survey the entire program of physical education in order to select the most significant and typical activities to be photographed.

Homemade film depicting daily operation of the school can be useful in interpreting program to public.

If you "do it yourself" try to get some professional advice first—perhaps from a photography club or a camera shop. Use good equipment and material. Nothing is more annoying than watching a poorly planned movie which consists of shots that are blurred or not focused or going through an unpleasant experience with a projector that does not work properly.

Many films on physical education are available through professional organizations, college and university film libraries, commercial organizations, state departments of education, etc.

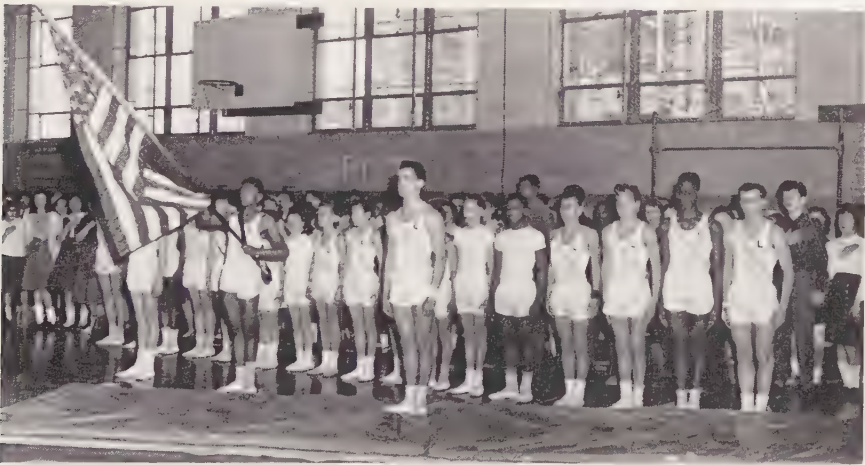


Fig. 50. Physical education exhibition. (Yonkers Public Schools.) (Chester Studios, Inc., New York.)



(Chester Studios, Inc., New York.)

Fig. 51. Physical education demonstration. (Yonkers Public Schools.)



(Chester Studios, Inc., New York.)

Fig. 52. Physical education demonstration. (Yonkers Public Schools.)

Exhibitions and demonstrations

In physical education an exhibition or demonstration can be a culminating school activity to show what can be accomplished in the program and what students have learned.

Exhibitions and demonstrations can focus public attention on a program and stimulate action in support of the program.

Exhibitions can take the form of bulletin board displays, showcases, scrapbooks, drawings, or posters to point up such subjects as physical fitness or some sport or skill. They can also be used to show how expert performers play a particular sport.

Demonstrations can utilize all the students regardless of skill and also give a picture of what actually goes on in day-to-day classes.

An exhibition, for best results, should be limited to one type of activity or purpose.

Exhibitions should be different, present facts, stimulate participation, provide new ideas, create action.

Newspaper and magazine articles

Articles can be published either in local papers or periodicals, or in national publications.

Articles should be factual, arouse and secure attention, contain human interest material, and be written in the language of the reader.

Advantages of magazines are they have excellent color and make-up, are read many times by different persons, reach a wide range of people, varying in income and intelligence, and can be easily kept in offices and homes.

Know your subject, the ideas you want to get across, and whom you want to reach; then place your article in a publication that performs these services for you.

Newspaper material is many times read hurriedly. Therefore the style of writing must take this point into consideration.

Prepare all copy in typewritten form—neat, double-spaced, and on one side of the paper, only.

Many times ideas can be suggested to magazines and newspapers to be staff written.

Letters

Next to personal contact, correspondence is the best interpretive medium.

Letters can be direct, are economical, and may be adapted to any situation.

They should be individually typed. It is important to use correct grammar and spelling.

The message should be friendly, cordial, warm, courteous, sincere, enthusiastic, and natural.

Write your letters as though you were speaking to the individual in person.

Letters can be used to announce special programs, indicate the necessary skills and understandings expected of students, the objectives it is desired to reach, etc.

Write in terms of the reader's wishes and needs.

Public speaking

Public speaking can be a very effective medium of interpreting. Through public addresses to civic and social groups in the community, at public gatherings, pro-

fessional meetings, and to any organization or group which desires to know more about the work that is being performed a good opportunity is afforded for interpreting your profession to the public.

A good job must be done in making a public speech or it may result in poor public relations.

Know your material, have a sincere interest in your subject and be enthusiastic about it.

Be direct, straightforward, and well prepared.

Give a brief presentation and use clear and distinct enunciation.

Prepare an outline of your talk in advance—do not think you can just get up and talk. You must have good organization, use correct English, and have an interesting beginning and conclusion, as well as a theme or central point which you are trying to get across.

Professional associations

Professional associations on local, state, and national levels can do much in interpreting physical education to the public at large.

Professional groups hold meetings to upgrade programs; prepare films, publications and other materials; establish professional standards; sponsor radio, television, and other programs; publish articles in periodicals; and do many things to tell the community, state, and nation about your profession. They deserve your constant support.

Such organizations are valuable in reaching boards of education, the general public, colleagues in the profession, other teachers, pupils, and other publics.

Some professional associations you should become familiar with are the following:

National Education Association

American Association for Health, Physical Education, and Recreation

National Recreation Association

The American Academy of Physical Education

The American School Health Association

The College Physical Education Association

The National Association of Physical Education for College Women

The American Physical Therapy Association

The Society of State Directors of Health, Physical Education, and Recreation

American Youth Hostels, Inc.

The Young Women's Christian Association

The Physical Education Society of the Young Men's Christian Association of North America

The Boys' Clubs of America

The National Collegiate Athletic Association

The National Association of Intercollegiate Athletics

The Canadian Physical Education Association

Delta Psi Kappa

Phi Delta Pi

Phi Epsilon Kappa

The American College of Sports Medicine

SOME THINGS YOU CAN DO TO INTERPRET YOUR FIELD OF PHYSICAL EDUCATION

Following is a brief list of ways in which you will be able to interpret for others the profession of which you are a part.

1. Join your professional associations.
2. Go to faculty meetings when you become a member of a school staff. Enter into discussions.
3. Become well informed about your professional field and about education in general.
4. Seek out school administrators, other members of the faculty, and the consumers of your products and service. Help them to better understand the profession of physical education.
5. Understand the scientific foundations underlying physical education: the latest research and new trends and developments. Find out what the latest thinking is and translate it into action at the grass-roots level.
6. Develop the best program of physical education possible. Have satisfied children and youth go out from your programs.
7. Utilize every opportunity available to sell someone else on the worth of your professional field of endeavor. If you are sold, yourself, it will not be difficult to sell someone else.
8. Exploit every medium of communication to get your message across.
9. Think in positive terms. Think success and the profession's chances of achieving great things will be better assured!

POINTS TO REMEMBER

1. Some of the basic principles underlying a sound program of interpretation and public relations.
2. The various publics to whom we should interpret our profession.
3. A knowledge and understanding of the following interpretive media: slogans, posters, radio, television, motion pictures, exhibitions, demonstrations, newspapers, magazines, letters, public speaking, and professional associations.
4. Some things you can do to interpret your professional field of physical education.

PROBLEMS TO THINK THROUGH

1. What are some of the common misconceptions about physical education? How did these misconceptions originate and how can they be corrected?
2. What constitutes an adequate public relations program for a secondary school?

CASE STUDY FOR ANALYSIS

Take some product that has gained national recognition, such as an automobile, cigarette, soap, etc. Do a depth study to discover what techniques were used to promote it and to get the public to accept this product.

EXERCISES FOR REVIEW

1. Define the term public relations.
2. What are the publics with which physical education is most directly concerned?

3. What are five principles to recognize in interpreting your profession to the public?
4. What do we mean by the statement "As you share you care"?
5. Develop a slogan which can be used to promote physical education.
6. Prepare a poster to stress the importance of physical fitness.
7. Write a series of ten one-minute spot announcements for a radio station.
8. Write a letter which could be used to inform parents about the physical condition of their son or daughter.
9. What is the difference between an exhibition and a demonstration?
10. Write a 500-word magazine article on the topic "It Pays to Play."

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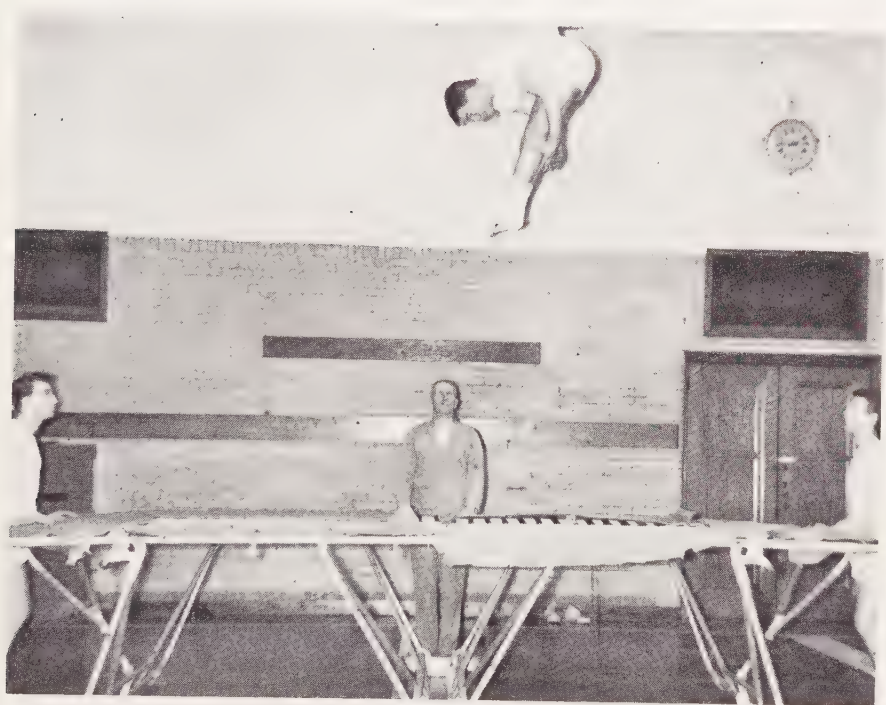
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Part Five

The technique of teaching



(Yonkers Public Schools.)

Psychology of learning

Have you, as a beginning teacher, found the secret of how to successfully teach children? As a student, are you anxiously awaiting that course which will give you the key to good teaching? Are you looking for the book that will open the door to understanding the correct teaching technique? There are, as you no doubt are finding out, many theories of learning and different types of children. Which child responds to which method? Which methods are you able to use? Which method is best suited to the specific activity? In order to answer these questions, it is necessary to understand what constitutes learning and the various learning theories.

EARLY VIEWS OF LEARNING

The early views of learning, which characterized the old type, formal school-room, were based in part upon a disciplining of the mind. It was believed that the child was like an impressionable slate, capable of absorbing information from the teacher in a primarily passive manner. The teaching of Latin and the rote memorization of lessons were believed to help in the development of the central nervous system. Teaching was seldom adapted to the needs and desires of the children. The physical education program consisted predominantly of formal calisthenics and heavy apparatus work. Teaching of other subjects primarily concerned subject matter and was seldom related to the individual's needs or level of understanding. The teacher or master, as he or she was called, was an expert in the field who dispensed information to the so-called impressionable children. Factors such as motivation and the relating of subject matter to the child's environment were not considered important.

THEORIES OF LEARNING

Learning is a change in behavior resulting from experience and leading to the attainment of a goal which, in turn, reduces the underlying need.

The many theories of learning may be conveniently divided into the *Association* and the *Field* theories. It is helpful to know the basic concepts of each and some important contributors to each.

Association theory

This theory, which is sometimes called the S-R or the Bond theory, maintains that the prerequisite for learning is the resultant effect following an actual performance. A child who performs a somersault satisfactorily will tend to repeat the performance because of the recognition given to him by his teachers and classmates. It is the reward or the punishment following a response that determines whether that behavior will occur again under similar conditions. Satisfaction of the responses invites repetition. Learning is the formation and strengthening of bonds between a given stimulus and its response. According to the Bond or S-R theory, each set of stimuli has its own set of responses and the job of the educator is to provide opportunities for the association of the stimulus and response. William James, a late nineteenth century philosopher and psychologist, and E. L. Thorndike and C. L. Hull, noted American psychologists, were major contributors to this theory. John B. Watson, a disciple of I. P. Pavlov, was considered a leading exponent of the Behaviorist school of psychology. According to Watson, learning is conditioning. A child can be molded by the environmental forces surrounding him.

These theories offer the most easily understood explanation of habit-learning and have been widely used by teachers in establishing classroom procedures. Since motivation in these theories is primarily extrinsic, the modern view of learning tends more toward the Field theory.

Field theory

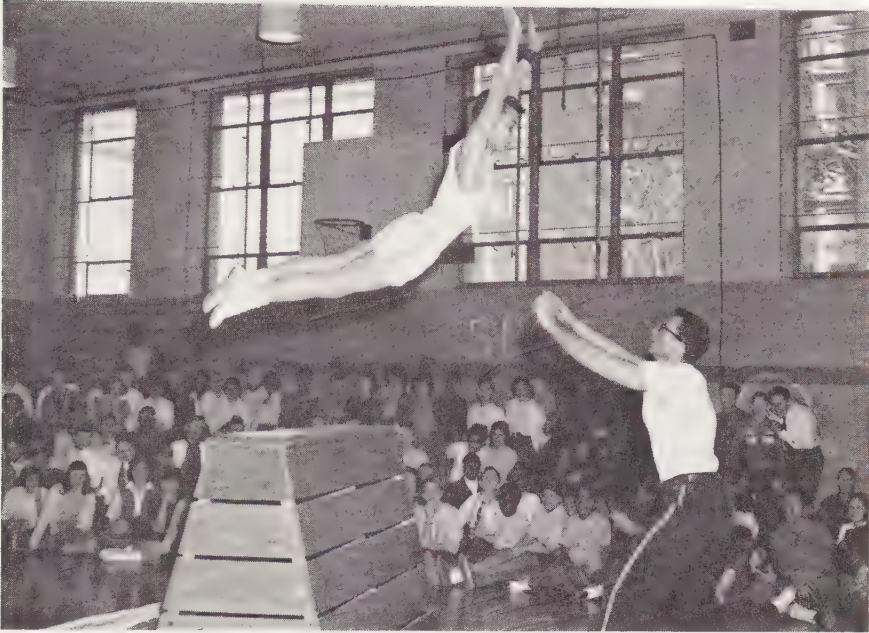
The Field theorists, among whom are the gestaltists, maintain that the whole is not merely the sum of its individual parts, because the interaction of the parts affects the whole. The Gestalt theory was advanced by Wolfgang Köhler, a German psychologist, between 1913 and 1917. The German word *Gestalt* means pattern or configuration and signifies an integration of parts rather than a mere adding of them. The Organismic theory, a part of the Field theory, holds that the individual develops from the center or central nervous system out to the extremities, so that the head and body would develop before the arms which would, in turn, precede development of the hands. Large-muscle coordination would precede fine-muscle coordination. Throwing and catching a ball in the game of Newcomb would precede the ability to set up and spike in the game of volleyball. The Experience or Developmental approach is an application of the Organismic theory. The Experience approach implies much emphasis on readiness, which is attained by various experiences of the child, whether actual or vicarious.

MOTIVATION AND THE PRINCIPLES OF LEARNING

Motivation was not important in the early views of learning. However, it was considered—in part at least—in Thorndike's theories. Although under the S-R theory motivation was important as an external factor, it has grown to be a prime factor in modern teaching.

Definition of motivation

Motivation is an inducement to action. Extrinsic motivation is an encouragement of learning for reasons outside of the activity itself. The desire for rewards,



(Chester Studios, Inc., New York.)

Fig. 53. Motivation is an inducement to action. (Yonkers Public Schools.)

such as praise or prizes, and the fear of punishment, such as bad grades, are extrinsic motivational factors which are too often the stimulus for learning. Intrinsic motivation—doing something because of a desire for the activity itself—is more desirable and should be developed. The desire to learn should come because of a wish to satisfy an inner need. This is true intrinsic motivation.

Effects of motivation on learning

The following laws concern the direct effects of motivation upon the subject matter learned and the rate of learning.

1. *The greater the motivation (need), the more rapid is the learning.* The child will learn more quickly that act which meets an interest or need. For example, teaching football skills in the fall will have more appeal than if they are presented in the spring.

2. *Skills that are organized into a unit are more meaningful than the individual skill.* Shooting, passing, and dribbling skills mean little until put into a basketball game and effectively used as a unit.

3. *The effect of an act on learning is dependent upon the immediacy of its results.* The tendency is to continue those activities which satisfy needs and to discontinue those which prove ineffective or frustrating. A child will lose interest in learning a new skill if it is too difficult and results in prolonged trials or unsuccessful attempts.

4. *Repetition of an act affects behavior.* The strength of a response to a situation will be directly proportional to the number of times it has been connected

to that situation. If at the beginning of a semester a specific device such as raising the hand is used by the teacher to get attention and the meaning of the signal is made known to the class, the response will become more effective as the signal is used.

LEARNING AND PHYSICAL EDUCATION

"Effective learning requires use of wants, needs, tensions, interests, and attitudes to produce essential anticipatory states of purposive goal-seeking and to maintain persistent drive toward accomplishment. The teacher's task is to assure the child's participation in activities that develop anticipatory behavior that will, in turn, motivate learning."* To the teacher, therefore, falls the responsibility of making the child more aware of his basic needs so that he or she will have a greater desire to learn.

Factors that affect learning

Learning is one of several factors which are causal to changed behavior. When considering the application of appropriate theories on a gymnasium floor, it is necessary to take into account other factors which are responsible for behavioral changes. The factors which modify behavior include those discussed below.

Changes due to maturation. It would be a foolish utilization of time to attempt to teach the skills necessary for volleyball to a primary school class, because they are not able to achieve the necessary muscular coordinations. Physiological readiness must be taken into consideration when planning a physical education program. A loss in interest can easily occur if a game or skill beyond the child's ability or, conversely, an activity that does not offer a challenge is presented. Both extremes should be avoided when thinking through a program. It is possible, however, to adapt and modify skills and games to meet the needs of the children in preparation for their coming readiness.

Fatigue effects. The human body can function most efficiently when it is in good condition. When fatigue sets in, a loss in efficiency results. Proper understanding will enable the teacher to end drill and practice sessions while the learning is still at an optimum.

Bodily changes due to injury or disease. The child whose leg is withered from a polio attack can become an excellent gymnast and swimmer. It is necessary for the physical education teacher to encourage participation in all activities, particularly those in which this student can achieve recognition for physical accomplishments.

Principles of learning applied to physical education

How does one now apply the principles of learning and motivation to a physical education class? Some of the factors important in this respect are given below.

1. *New materials should be presented gradually.* When new materials are introduced at the correct rate, children can have a feeling of accomplishment and will

*From Simpson, Robert G.: *Fundamentals of Educational Psychology*, New York, 1949, J. B. Lippincott Co., p. 195.



(Herald Tribune—Kavallines.)

Fig. 54. The human body can function most efficiently when it is in good condition. (White Plains High School, White Plains, N. Y.)

approach the next class eagerly. In offering a tumbling unit, keep in mind the fact that children need a thorough presentation of the fundamentals so that they can feel more secure before going ahead. Attempts to move quickly through the simpler stunts can lead to uncertainty and insecurity that will restrict progress in the long run.

2. *Proper environmental and teaching conditions are important in a learning situation.* Clean gymnasium uniforms, small groups, proper temperature, good ventilation and lighting, adequate equipment and supplies, and so on are conducive to more effective learning.

3. *It is sometimes best to use a whole-part-whole method of presentation.* For instance, in introducing the game of basketball, it is best to first present a picture of the game as a whole—the objectives, certain rules, and manner of playing. The breakdown of the game into its component aspects of dribbling, shooting, strategy, passing, defense, etc. then becomes a more meaningful teaching situation. After these skills have been learned, they are reassembled so that the participants can satisfactorily engage in a game of basketball.

4. *The greater the motivation, the more rapid is the learning.* It is necessary to impart to a class not only the skill techniques but also the values inherent in these activities. A proper attitude regarding a healthy body, the pleasures derived from sport participation, and an understanding of popular national pastimes will increase the desire to learn. Since learning comes easier to children, it is necessary

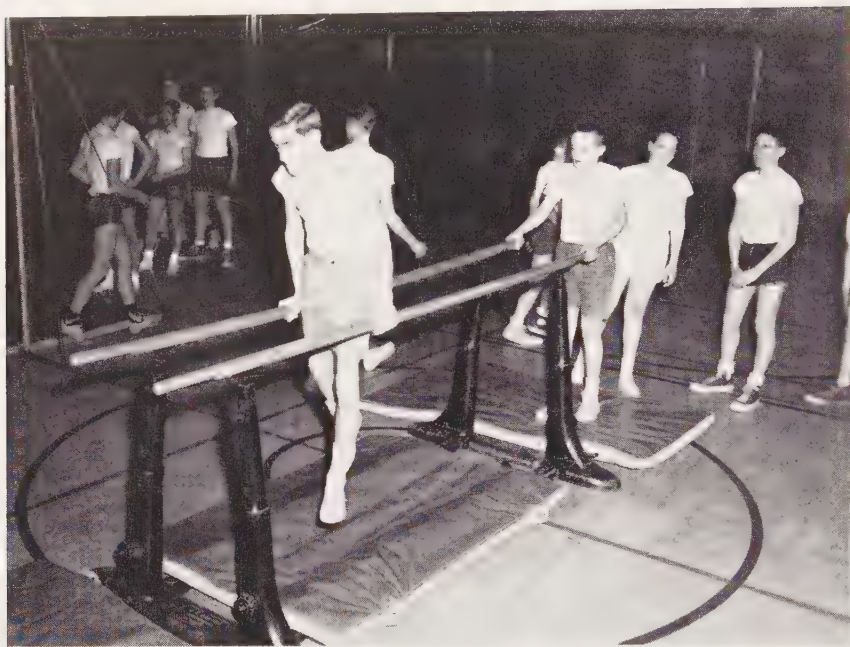


Fig. 55. The child who excels in one particular skill may not excel in others.

to impart to them the fact that certain skills learned in their youth will be of great value in leisure-time activities in later life. It is also necessary to limit the amount of time spent on any one skill at one time so that the students will not lose interest. Stopping an activity while the interest is high generally results in the group's being highly motivated when you next meet with them.

5. *Motor abilities tend to be specific.* A child who excels in one particular skill may not excel in others. It is, therefore, necessary to vary a program as much as possible. In this way every child is given an opportunity to display his skills and meet with success in some area. Since children tend to repeat successful experiences it is essential to continually direct them into new activities in order to broaden their experience. The implications in this for the physical education teacher are obvious—it is essential to plan a broad, well-balanced program.

In any physical education program there will be some students who will not be intrinsically motivated to engage in a given activity. The extrinsic motivation necessary to interest them may come from the teacher, fellow students, or social pressures such as grades or parents. The teacher should understand and wisely make use of these motivational factors. The use of praise and recognition may often be enough. It may be necessary to resort to the threat of a poor grade or a parent conference, but a positive approach is usually more effective and certainly more pleasant. It may also be possible to engender interest through a demonstration or film. The perfection of a gymnast's performance or the beauty discovered in watching a football play unfold properly may evoke the interest hitherto absent because of failure to appreciate the degree to which the skill may be developed. It is the job of the physical educator to find the correct approach to each pupil.

SOCIAL PSYCHOLOGY

An important aspect of extrinsic motivation is the part that the group, or society, plays in influencing student behavior, particularly in the case of the adolescent. In addition to knowledge about the laws of learning, it is important for the beginning teacher to have some understanding both of social psychology and of the adolescent. By way of *definition* we can specify that social psychology deals with the relationship of the individual to the group.

Social development of the child

What are the influencing social factors that contribute to the development of the individual child and his consciousness of the group?

The home. The first social group that the child encounters is his family. Ackerman² has made the following comments.

The individual component of personal identity is represented in . . . early acquired traits. . . . It represents the organized behavior tendencies of the individual, . . . which have been patterned by the early interaction of biological disposition and family relations.

The child incorporates selected parts of the mother which may strengthen or weaken his own evolving self. At later stages of maturation similar principles pertain to the relations between the individual and other persons and society as a whole.*

The interaction of the family will have an important part in the eventual socialization of the student. The child emulates the traits and values of people who are important to him. Early in life, the family group exerts the greatest influence upon the child.

The teacher. The teacher is usually the first authority figure outside of the family to whom the child must relate. This authority figure remains with the child through all of his schooling. The relationship between the teacher and pupil can have much bearing upon the positive attitudes of the child. The opportunity for the physical educator to reach the child is great, particularly since most children enjoy and look forward to the informality of the physical education class. It is common for many children to approach the physical education teacher when problems arise, because they feel that this teacher will understand. The physical educator should attempt to help the student with his problem while making him conscious of his obligations to the school, his home, and his fellow classmates and helping him to understand that rules are not made either for or against him as an individual but for the school or society as a whole.

The school. After the family, the next social group that the child encounters is the school. The formative years spent in the school will do much toward laying a groundwork for social development. In addition to providing daily interpersonal relationships within the school setting, the secondary school fosters social development of the child through such activities as student government, dances, athletic teams, and clubs. The child who partakes of these social activities usually widens

*From Ackerman, Nathan W.: *The Psychodynamics of Family Life*, New York, 1958, Basic Books, Inc., pp. 58-59.



Fig. 56. The relationship between teacher and pupil is most important.



Fig. 57. Friends are very important during the adolescent period. (San Diego County Schools.)

his social experiences, in that he is learning how to give and take with others. This interaction in groups helps develop the student's self-assurance and a consciousness of an acceptable value system. In the physical education class there is a great opportunity to foster this growth—through giving attention to the atti-

tudes inculcated in all students during work in team sports, by teaching a variety of leisure-time pursuits, and by offering instruction in the social graces, including dancing. No matter what the school does, however, it is only through close cooperation between the home and the school that the contributing factors of each can be utilized in a cohesive manner.

Peers. There is no phase of the individual's life when it is more important for him to have friends than during adolescence. The importance of the group as a molding force cannot be overemphasized. This need for belonging motivates a conformity to the group ideals. Children who are involved in organized social groups, such as athletic teams or those concerned with the school newspaper, music, dramatics, a yearbook, etc., are improving their social adaptations. These groups differ from the unsupervised neighborhood crowd or gang because they have guidance, leadership, and desirable objectives—all of which are essential for effective social development. Without mature, adult guidance and leadership the social maturation process may be retarded and, consequently, adjustment may be more difficult. The positive results achieved by the New York City Youth Board's recent plan to put field workers into neighborhood gangs in order to provide guidance in socially desirable directions underlines both the need and the effectiveness of adult supervision and worth-while group objectives.

Characteristics of group behavior

A child's reactions in a group are based on many factors. There are certain characteristic group behavior patterns that are observable in all groups. Some of them are briefly discussed here.

Imitation. Children tend to imitate those who they feel are superior in one way or another. In this generation the adulation of the latest guitar-strumming hero is evidenced by the fads for sideburns, "bird's nest" haircut, black belt, and motorcycle jacket. This hero worship must be channeled toward wholesome goals. The teacher, particularly the physical education teacher or coach, is in a good position to foster such emulation.

Suggestibility. The adolescent, not having developed a mature critical ability, is more open to suggestion in group interaction than adults are.

Anonymity. Group behavior is anonymous behavior. Responsibility for an act is assumed by the group rather than by any particular individual within the group, a fact which gives support to the individual—who at this stage of his development feels the need for such cushioning.

Group dynamics*

Group dynamics is a term which refers to the interaction of the participants of a group, which leads to a resultant activity. These results may be physical or mental and, according to society's standards, either positive or negative. The values and experiences of an individual are contributing factors to his reaction in the group. Those students who have had successful group experiences in school usually tend to become members of outside groups that have a positive outlook.

*See also Chapter 18.

In school groups there is an adult leader. Since the teacher's (leader's) main interest is to effectively move the group in a positive direction and since the group can more easily be moved through the influence of its student leaders, it becomes important for the teacher to know these student leaders. In addition to observation, an effective means of determining the relative standings of the members of the groups is the use of a sociogram.³ By indicating requested preferences among members of a group the sociogram appraises the interpersonal relationships of the students. For example, the children are asked to name three classmates with whom they would like to play on a team. The teacher charts this information by drawing arrows from each individual to the three choices. The leaders of the group will be those who have the most arrows drawn to their names. This device will also determine the presence of isolated cliques or individuals. (See Fig. 58.)

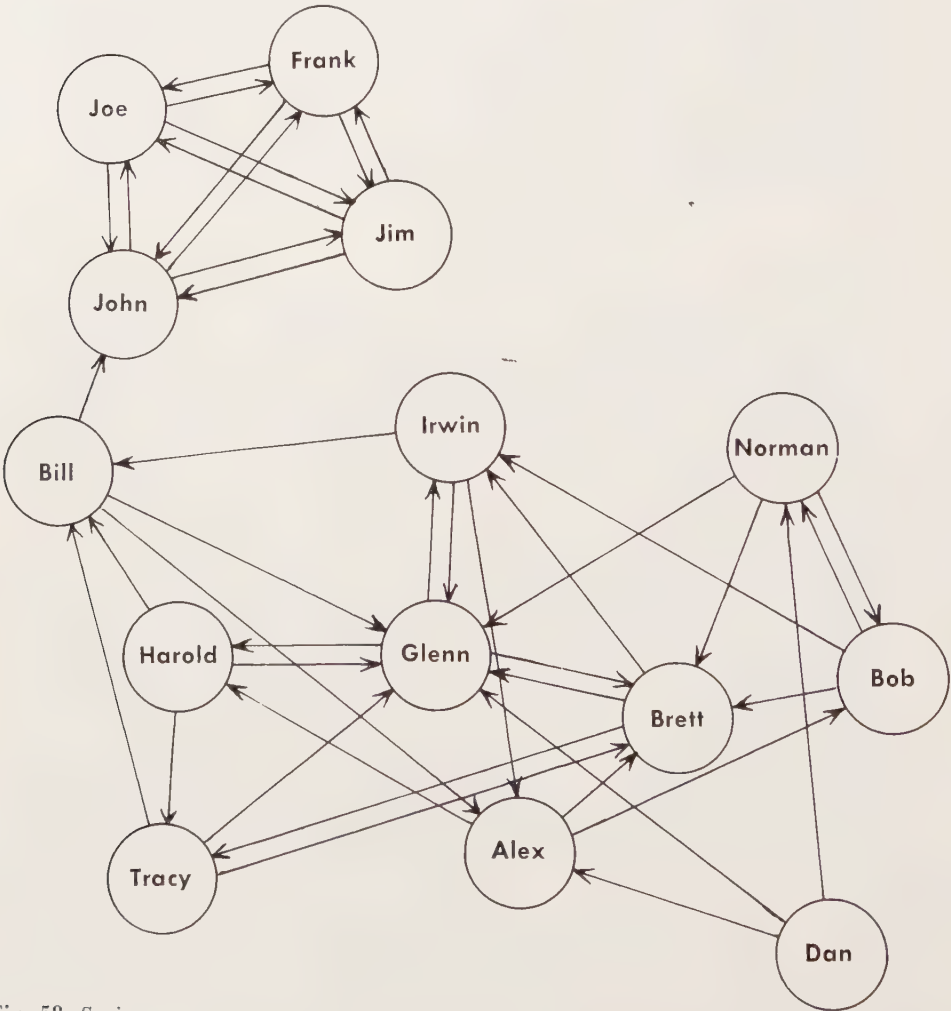
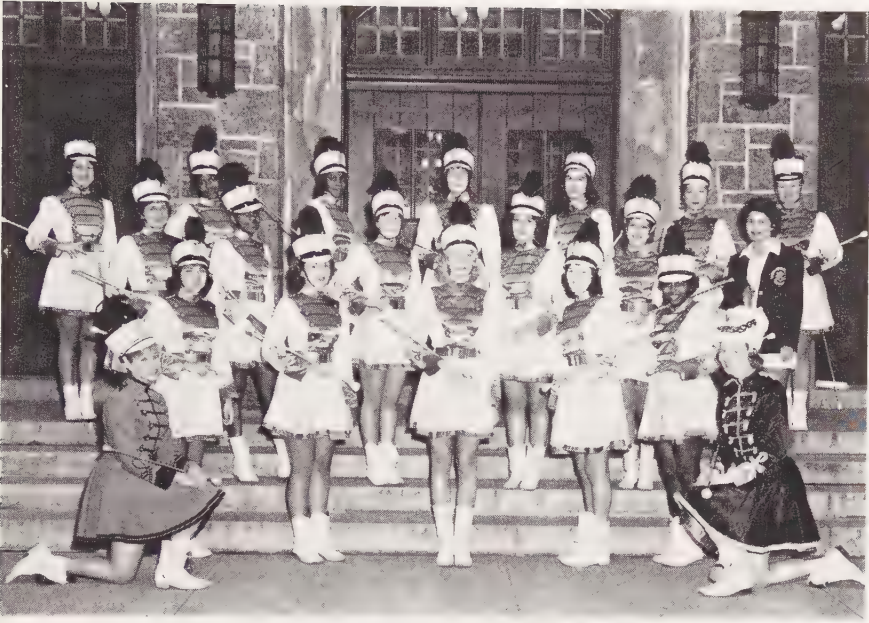


Fig. 58. Sociogram.



(Joseph L. Cardillo, White Plains.)

Fig. 59. The child will often identify with cheerleaders. (White Plains High School, White Plains, N. Y.)

Implications for physical education

There are negative as well as positive aspects of group behavior. It is the teacher's responsibility to foster the positive aspects whenever and wherever possible. The relationship established between the physical educator and the student can do much to help the child grow positively. Give recognition and praise—support the child. Make him feel that he is an individual, not only a face in the group, and that as an individual he has responsibilities which cannot always be shifted to the group. Help him to develop a critical ability by using the democratic process and by giving him a voice in class activities and responsibilities whenever possible.

The child will often identify with outstanding athletes or cheerleaders, who are so often looked up to by their peers. The physical educator can do much to help the athlete or cheerleader be the type of student who can positively affect his or her classmates. This would mean his being a good scholar, a student who participates in school government and school functions, and a student who knows and demonstrates good social graces and personal habits, as well as being an outstanding athlete.

POINTS TO REMEMBER

1. A definition of learning.
2. An understanding of the S-R and Association theories.
3. An understanding of the Field theory.
4. A definition of extrinsic and intrinsic motivation.

5. The effects of motivation upon learning.
6. Factors that affect learning.
7. The application of motivation and principles of learning in the physical education program.
8. Some factors regarding the sociological development of the child.
9. Characteristics of group behavior.
10. Sociological implications for physical education.

PROBLEMS TO THINK THROUGH

1. What value is the knowledge of the learning theories to a physical education instructor?
2. Why is there no one answer to the problems of good teaching?
3. In what situations would you use extrinsic motivation in the physical education program?
4. What would be the best motivational factors that a teacher could use to gain full participation in a physical education program for the obese, uncoordinated child? The superior athlete who is primarily interested in interscholastic athletics?

CASE STUDY FOR ANALYSIS

Using the sociogram in Fig. 58, analyze the information that the teacher would obtain. List the problems that may arise because of the interpersonal relationships manifested in the sociogram. What may the teacher do to help the isolated individual, the isolated group, children who appear to have no particular friends, etc.? How may the teacher use the student leaders to assist?

EXERCISES FOR REVIEW

1. What is learning?
2. What value does the S-R theory have in physical education?
3. Why is intrinsic motivation important?
4. Why are environmental conditions important in learning?
5. How do the Field and Association theories differ?
6. Why is the school important in the social development of the child?
7. Give specific examples of three characteristics of group behavior.

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Methods of teaching

In the previous chapters adolescent students, their programs of physical education, and their schools have been discussed. The “who,” “what,” and “where” of teaching have been described, but the problem of “how” to teach still remains. How does a teacher educate students in the knowledges and skills of physical education?

The nature of teaching is twofold: the teacher must plan each learning experience and then put the plan into operation. It is the purpose of this chapter to outline planning procedures and present various methods of teaching physical education classes, together with principles of methodology that may be applied to any teaching situation.

It should be realized at the outset that teaching is an individual process, and no exact pattern for teaching can be defined. A teacher must bring common sense and judgment, plus knowledge and skills, to the school situation and combine these attributes to present worth-while learning experiences. Appropriate methods of teaching can be selected by the teacher only in accordance with a particular school situation, and no outsider can prescribe that choice.

No one will dispute the fact that past experiences aid greatly in making decisions in regard to teaching methods. New teachers should try out the various methods presented in this chapter to determine which are the most effective for them. They must evaluate their work and strive to improve their methods on the basis of each teaching experience. Only in this way does experience help to make better teachers.

Teachers differ. Their individual personalities demand varying methods for expression, and their plans for a year, a season, or a single class point out this differentiation. The important point is that the goals of these teachers are the same, and it is these goals that must be reached.

PLANNING THE TOTAL PROGRAM

The goals of physical education can be achieved only through the teaching process, that is, the execution of a well-made plan. The teacher in the physical education program is the one link between the students and their accomplishment

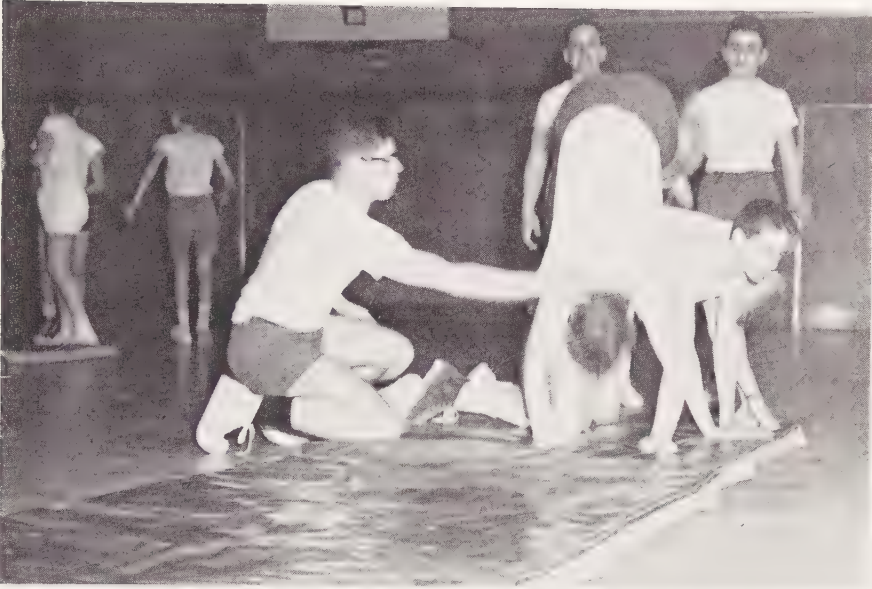


Fig. 60. Teaching is an individual process. (Hartsdale Public Schools, Hartsdale, N. Y.)

of the goals, and it is therefore the teacher's responsibility to set up the learning situation in direct relation to these over-all objectives. This can be done only through careful and thoughtful planning of every physical education experience, so that it may be a purposeful one for each student and a step toward the attainment of the goals.

Planning the curriculum*

In order for the physical education teacher to plan each daily experience in relation to the goals there must first be a larger, general plan—an over-all curriculum—to guide his thinking. Construction of a school curriculum ensures progression of objectives and activities and therefore is an essential factor in meeting the changing needs of the students and contributing toward achievement of major goals. When constructing the physical education curriculum the teacher must plan for such progression, both in the objectives of teaching and in the activity program.

Objectives. The objectives established for the accomplishment of the four major goals (physical fitness, physical skills, knowledge and appreciation, and social development) change from year to year as the students develop and their achievement levels increase. In the area of physical fitness, for example, junior high school boys and girls might be expected to achieve certain levels of ability in strength, endurance, agility, and so on. In senior high school their achievement levels would be increased because their performances should be superior. In respect to physical skills junior high school students are generally well coordinated in those activities such as running and throwing which require use of the large-muscle

*See also Chapter 7.



(Chester Studios, Inc., New York.)

Fig. 61. Junior high school achievement by boys in tumbling. (Yonkers Public Schools.)

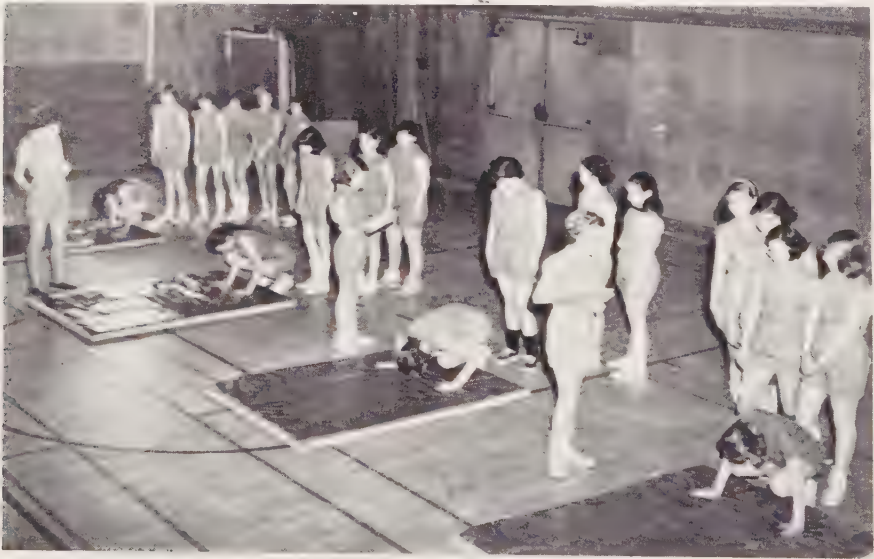


Fig. 62. Junior high school achievement by girls in tumbling. (Hartsdale Public Schools, Hartsdale, N. Y.)

groups. With increased maturity those skills using the finer-muscle groups, such as pitching with a curve or shooting hook shots, should be added to the program. With the greater mental powers of the adolescent the objectives for the goals of knowledge and appreciation can be broadened to include many areas: strategy, historical data, comparative facts on sports, and technical details. The objectives in the area of social development change also, as a result of the changing heterosexual interest of the adolescent. In junior high school the program should include recreational activities which promote coeducational adjustments (volleyball, square dancing, games of low organization). In senior high school, when students have become more secure in mixed groups, a greater variety of activities may be included in the coeducational program with lasting education value (golf, tennis, bowling, social dancing, badminton). By planning this progression in objectives to be concomitant with student development, the teacher is assured of achievement in the respective goals.

Activities. The objectives of physical education may be accomplished only through the activities program itself. Choice of activities must be made on a progressive basis depending on the developmental age of the students. Progression is seen in the skills required in the various individual sports and team sports, as well as in the formal, rhythmic, and aquatics programs. Besides skills differentiations for progression there are also certain activities that would not be introduced until a particular age level is reached. To point out the differences in activities, let us consider each of these phases of programming separately.

In the *individual sports program* in junior high school, badminton and tennis are often included. In the senior high school sports with carry-over value such as bowling, golf, and archery are frequently added to the program. Fencing and wrestling may also be added at this time, and continued study in badminton and tennis may stress strategy maneuvers and advanced skills.

In considering the *team sports* in junior high school soccer, speed-away, touch football, volleyball, basketball, softball, as well as lead-up games in all of these sports, are utilized. In senior high school a higher level of accomplishment in these sports would be sought, and other team sports such as field hockey, ice hockey, and lacrosse would be added. Some states have special regulations governing the age at which football may be introduced. Such restrictions, naturally, would be honored.

Similar demarcations may be found in the *formal activities*, in *rhythmic work*, and in *aquatics*. Difficult gymnastic stunts, apparatus work, advanced dances and rhythms, and aquatic instruction are limited to the older age groups who have better coordinations and abilities.

The over-all curriculum in physical education must be planned on a progressive basis through objectives and activities appropriate to the development anticipated at the different age levels. In this way the needs of the students may be met and the over-all goals achieved.

Planning the yearly program

The program of study for a single year is based on the over-all curriculum with specific objectives and activities selected according to the grade level. This

step in planning is equally as important as the curriculum development. The program for the year must be exact and yet flexible enough to accommodate the changing needs and abilities of the students. Steps in planning for the year include both selection of objectives and activities, as in developing the curriculum, and evaluation, for only through this last step is the over-all program completed.

Objectives. In planning the yearly program teachers must select specific objectives from those outlined in the over-all curriculum. Selection is based on the particular age group and developmental status of the class. An over-all objective of the goal of physical fitness, for example, might be to develop accuracy. A specific objective based on this factor might be to improve accuracy in the lay-up shot for basketball or in pitching across home plate. Similarly specific objectives should be established in each of the four areas and activities and methods of teaching them selected specifically for the purpose of meeting these objectives. Plans must be flexible, however, as some classes may already be proficient in the skills or may learn very quickly; therefore, the teacher must be ready to draw on more difficult specific objectives.

Activities. The activities to be included in a particular year of study are generally outlined in the over-all curriculum. However, the teacher must determine the amount of time to be devoted to each activity, according to the needs and desires of the group. In schools which promote student planning the teacher may base some decisions on the outcomes of discussions with classes. For example, one class of ninth grade girls may wish to study field hockey exclusively in the fall, whereas another group may want to combine field hockey with tennis. However, the teacher must ultimately decide the program for the year—after considering the seasons of the locality, the facilities and equipment available, and the size and needs of the group.

Evaluation. Methods of evaluating the year's work should be planned in advance. Student achievement and program content must be surveyed in terms of the established objectives. Procedures for evaluation are outlined in a separate chapter, but the teacher should realize that planning for this process is an essential part of the yearly plan.

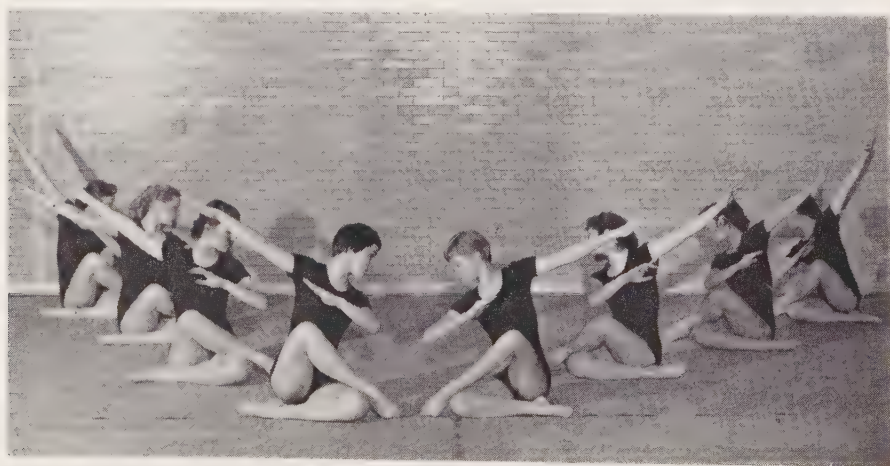


Fig. 63. High school girls in dance. (New York City Schools.)

Table 3 shows a sample program such as might be planned for a class of thirty-six ninth grade girls meeting twice a week for 45-minute periods. Activities are listed under the particular goal for which they strive.

Table 3. Sample physical education program for 36 ninth grade girls meeting twice weekly

| <i>Mo. & No. of wks.</i> | <i>Physical fitness</i> | <i>Physical skills</i> | <i>Knowledge and appreciation</i> | <i>Social development</i> |
|----------------------------------|-----------------------------|----------------------------|---------------------------------------|-------------------------------|
| Sept. 3 | Posture | Archery | Archery | Individual respon- |
| | Strength | Stance | Etiquette | sibilities in class |
| Oct. 4 | Endurance | Technique | Safety | Program planning |
| | Speed | Hockey | Hockey | Group cooperation |
| Nov. 1 | Agility | Dribble | History | Teamwork |
| | Accuracy | Drive | Rules | |
| | Balance | Dodge | Offensive and | |
| | | Lunge | defensive | |
| | | Tackle | strategies | |
| Total 8 | | Test | Test | |
| Nov. 3 | Posture | Badminton | Badminton | Partnership |
| | Balance | Serve | Etiquette | etiquette |
| Dec. 3 | Agility | Forehand | Doubles rules | Improve group re- |
| | Accuracy | Backhand | Volleyball | lationships and |
| | | Volleyball | History | teamwork |
| | | Single tap | Etiquette | |
| | | Serve | Offensive and | |
| | | Smash | defensive | |
| | | Test | strategies | |
| | | | Rules | |
| | | | Rotation | |
| Total 6 | | | Test | |
| Jan. 4 | Endurance | Basketball | Basketball | Teamwork |
| | Speed | Passes | History | New groups |
| Feb. 2 | Accuracy | Dribble | Offensive and | Leadership |
| | Balance | Pivot | defensive | |
| | Agility | Foul-shooting | strategies | |
| | | Goal-shooting | Rules | |
| | | Test | Notebook | |
| Total 6 | | | Test | |
| Feb. 2 | Strength | Modern dance | Modern dance | Group planning |
| | Endurance | Types of move- | History | Creativity |
| Mar. 3 | Balance | ment | Noted | Cooperation |
| | Agility | Axial | performers | Leadership |
| | Posture | Swing | Values | |
| | Poise | Sustained | Purposes | |
| | Grace | Percussive | Test | |
| | | Locomotor | | |
| | | Leaps | | |
| | | Skips | | |
| Total 5 | | Turns | | |
| Apr. 4 | Strength | Stunts | Values of | Safety |
| | Endurance | Tumbling | training | consciousness |
| | Balance | Apparatus | Olympic | Leadership |
| | Agility | Parallel bars | performers | Group planning |
| | Posture | High bar | Safety | Cooperation |
| | | Ladder | procedures | |
| | | Rings | Spotting | |
| Total 4 | | Test | | |

Table 3 (cont'd)

| <i>Mo. & No. of wks.</i> | | <i>Physical fitness</i> | <i>Physical skills</i> | <i>Knowledge and appreciation</i> | <i>Social development</i> |
|----------------------------------|---|-----------------------------|----------------------------|---------------------------------------|-------------------------------|
| May | 4 | Strength | Tennis | Tennis | Partnership |
| | | Endurance | Forehand | History | etiquette |
| June | 3 | Agility | Backhand | Etiquette | New groups |
| | | Speed | Serve | Doubles rules | Teamwork |
| | | Accuracy | Volley | | Leadership |
| | | | Softball | Softball | Cooperation |
| | | | Base-playing | History | |
| | | | Base-running | Rules | |
| | | | Batting | Scoring | |
| | | | Bunting | Base-playing | |
| | | | Catching | Test | |
| | | | Throwing | | |
| | | | Fielding | | |
| Total | 7 | | Test | | |

Planning the unit of teaching

A unit of teaching refers to the period of time during which a particular sport or activity is studied. The program for the year has several units of teaching, some scheduled for six weeks, some for eight weeks, others for less. The use of units in teaching physical education is of great importance to the quality of the resulting learning experience. Unit teaching provides direction and structure to each class meeting, and the students recognize each session as being a distinct part of a whole. The teacher, guided by the unit goals, offers progressive instruction for their attainment, and the students are aware of the purposes of activities within the unit. In planning the unit of teaching the teacher must consider the specific objectives and activities to be included in the sports unit. Because this phase of planning is the basis for daily instruction and the learning experience itself, its extreme importance must not be underestimated.

Objectives. Specific objectives established for the year form the basis of the sub-objectives in the unit plan. There should be sub-objectives relating to all four goals of physical education, for it is these sub-objectives obtained in the unit course of study which are the steppingstones to achievement of over-all goals. Following is an example of the way in which objectives may be broken down for a unit: (1) *goal*—physical skill; (2) *objective*—to develop throwing power; (3) *specific objective (yearly plan)*—to improve pitching accuracy; and (4) *sub-objective (unit plan)*—to pitch fast balls over the plate. Sub-objectives would be established for each of the four goals in this manner, with the age level and developmental needs of the students the determining factor in estimating accomplishment.

Activities. The choice of activities to be included in each unit of study should be made on the basis of the sub-objectives established. Certain principles should be kept in mind while planning the activities, to make the unit a complete series of learning experiences.

1. Provide a variety of learning experiences by using different types of activities (relays, games of low organization), techniques (drills, skill sessions), and materials (audio-visual aids, outside readings).

Table 4. Sample basketball unit (6 weeks)

| | <i>Physical fitness</i> | <i>Physical skills</i> | <i>Knowledge and appreciation</i> | <i>Social development</i> |
|--------|--|--|---|---|
| Week 1 | Endurance Speed | Passes Dribbling | History Safety Rules: ball and line violations Assign notebook | New squads Discussion: leadership Elect captains |
| Week 2 | Endurance Speed Agility | Review passes and dribbling New: reverse turn and pivot | Rules: footwork and fouls | Group responsibility in drill practice |
| Week 3 | Endurance Speed Accuracy Agility | Review pivot New shots: lay-up, chest, and one-hand | Offensive techniques | Safety-shooting practice |
| Week 4 | Endurance Speed Agility Accuracy Balance | Review shooting New: foul-shooting | Defensive techniques Planned plays | Teamwork Group planning |
| Week 5 | Endurance Speed Agility Accuracy Balance | Review shooting Tournament | Etiquette in tournament Strategy Review rules | Continue group planning and teamwork |
| Week 6 | | Evaluation of skills | Written test Notebook due | Evaluation of social cooperation Needs and plans for next unit |

2. Provide activities which are appropriate to the needs, the age level, and the developmental achievements of the group.

3. Provide activities which are progressive in nature.

4. Provide flexibility in planning, in order that unforeseen interruptions and delays during the course of the unit do not hinder achievement of unit objectives.

5. Provide a definite form to the unit by introducing new skills and activities on a weekly basis or with each class session (depending upon the frequency of classes), so that students recognize progress within the unit.

6. Provide activities which promote the greatest amount of participation for the greatest number of students by utilizing all facilities and equipment available.

7. Provide for appropriate ending activities in the unit: methods of evaluation based on determined, specific objectives and also some type of special, climactic activity such as a tournament, demonstration, performance, or similar presentation toward which the work has been building throughout the unit.

Table 4 is a sample unit taken from the yearly plan with its activities and sub-objectives.

Planning the daily lesson

The final step necessary in the planning phase of teaching is the actual lesson plan, itself. This has as its basis the unit plan of objectives and activities but is a complete analysis of the step-by-step procedures to be followed during each class session. This final plan is probably the most important one, because it represents the real contact with the students and what they should be learning. It therefore needs to be very carefully planned from beginning to end with many principles followed in selecting procedures and definite objectives established for attainment.

Objectives. Each lesson must have its own set of definite objectives. Unless the teacher knows exactly what should be accomplished during the class period, the students will not know or accomplish the daily objectives. These are drawn from the unit objectives and may or may not be related to all four goals of physical education. Perhaps just two or three of them are touched upon within a single lesson, but in the course of six to eight weeks all four goals are represented.

Procedures. A definite outline of all procedures should be written down for each class meeting. The various methods of teaching and the progression from one type of activity to another—all need to be carefully worked out. The following principles for the daily lesson plan should be helpful in planning procedures for a single class:

1. Provide maximum participation for all class members. When choosing a method of teaching the teacher should consider the size of the class, the facilities, equipment, and time allotment and select those procedures which allow the greatest amount of practice for the most students.
2. Provide maximum instruction and supervision. The teacher should select formations and drills which allow instruction for small groups and supervision for the entire class.
3. Provide for the safety of students. Group formations and game situations should be set up in such a way that students are protected from danger. This includes hazards both from stationary equipment and from adjacent practicing groups.
4. Provide for the health of the students. Methods of instruction should be selected in accordance with capacities of students in respect to overexposure, fatigue, and extreme heat or cold.
5. Promote greater student interest and enthusiasm. The teacher should strive, by varying the teaching patterns (games, drills, relays) and increasing the complexity of the work, to heighten student responses.
6. Provide for the growth and development of the students. The choice of methods should be dependent on the skill levels and accomplishments of the participants and not require performances far above or below the estimated limits of their abilities.
7. Promote learning by proceeding from what is already known by the group to that which is unknown. In so doing the students are able to understand the relationship of new learnings to that which they have already learned.
8. Provide for self-evaluation by students of their abilities, and evaluation



(Platnick's Photo Service, Hempstead, L. I.)

Fig. 64. To promote carry-over values.

by the group and the teacher of their daily accomplishments. In this way improvements and progress are recognized and advancement toward specific goals is kept in mind.

9. Promote carry-over values and transfer of learning into daily life situations. Students who learn cooperation and good sportsmanship on the field or in the gymnasium, for example, need help in applying such learning to other experiences. The teacher should make references to everyday situations to pave the way for transfer of learning to take place.

10. Promote creativity on the part of each student. Contributions of new ideas and theories from all the students should be sought by the teacher. An atmosphere should be established in which all students feel free to express themselves.

One final note in regard to the daily lesson plan is concerned with flexibility. While it is essential that this plan should cover the full time allotted to the class and should be adhered to as closely as possible, the teacher must be sensitive to the group's response to the procedures. If it is seen that the class tires quickly in a particular drill formation or that one of the procedures is not successful, the

Table 5. Sample daily lesson plan

| Date: January 10 | | Equipment: 4 basketballs |
|---|---|--|
| Class: Ninth grade girls | | Time: 45 minutes |
| Objectives | | |
| 1. To build endurance | | |
| 2. To review passes and reverse turn | | |
| 3. To introduce pivots | | |
| 4. To discuss rules and strategy connected with the pivot | | |
| 5. To improve participation in group discussion | | |
| <i>Procedures</i> | <i>Organization</i> | <i>Time allowance (in minutes)</i> |
| 1. Change, roll call, and announcements | Squad formations | 7 |
| 2. Warm-up exercises | Squad formations | 5 |
| Stretch, swing, flex, run in place | | |
| Footwork (stop, start, slide) | | |
| 3. Review | Leader and line | 2 |
| Passes | | |
| Reverse turn | | |
| 4. Introduce pivots | Leader and line | 3 |
| Demonstration | | |
| Explanation | | |
| Mimetics | | |
| 5. Drills | Shuttle formation | 5 |
| Dribble-pivot-pass | | |
| Rest; discuss rules and strategy of pivot | | |
| Dribble-pivot-pass over opponent | | |
| 6. Uses in game | Two squads play; others count pivots and reverses | 10 |
| 7. Evaluation | Groups, informal | 3 |
| What has been accomplished? | | |
| What are uses of pivots? | | |
| What should be next skill studied? | | |
| Why should all participate in discussions? | | |
| 8. Shower and dress | | 10 |

teacher should change and go on to a different phase of the lesson. It is always wise to plan more than the time allows, so that in such instances valuable time will not be lost for lack of organization or preparation.

A daily lesson plan drawn from the ninth grade girls' unit on basketball is included as an example (Table 5).

Role of the student in class planning

The teacher of physical education should devote some thought to the role of the student in program planning. How much opportunity should the students have in planning their own course of study?

The answer to this question lies in the philosophy of the department in respect

to student creativity and free expression. It may be felt that students should share in many phases of the planning or that they should contribute only to planning within a single unit or part of a unit. Some measure of student contribution should be sought, however, because of the inherent values of increased motivation, understanding, and creativity which it affords.

Motivation. When students assist in making plans for the class work, they are motivated and stimulated to participate to a greater extent. They feel that they have a share in what is being worked for and have a genuine desire for its accomplishment.

Understanding. The discussions necessary in bringing out student suggestions require much leadership and guidance from the teacher. Many of the purposes of physical education should be pointed out to the students at this time to widen their understanding of the program as a whole. In this way their suggestions become consistent with their needs and with the goals of the program.

Creativity. Developing individual creativity is a goal of all education and one which should be included among the physical education objectives. Allowing students to contribute their own ideas and express their feelings is one way in which a creative atmosphere can be produced. While it may be more difficult to promote this rapport, it is indeed worthy of the attempt.

Problems. There are certain problems connected with student-teacher planning and the incorporation of the students' ideas into the program. In a large school situation where use of facilities is tightly scheduled and a prescribed regimen of activities must be followed if all groups are to take advantage of them, students would probably have less say about their yearly curriculum. However, they still could determine various aspects of the units under study, through class discussions. In a small school it is sometimes easier for the teacher to incorporate class suggestions into the program.

Another problem which arises in regard to student planning stems from the type of leadership offered by the teacher. There is a real art in promoting good class discussion to bring out the contributions of all students, and the teacher must devote much time to planning key questions and ideas. Class suggestions must then be incorporated into the course by the teacher. Teachers should not use class discussion as a mechanism for trying to enforce their own ideas.

When the teacher has completed all phases of planning—for the curriculum, the year, the unit, and the daily lesson—and has incorporated student ideas wherever possible, the time has come to carry out the plan.

CARRYING OUT THE PLAN

To carry out the plans for each class session and thereby achieve the established objectives, the teacher must select appropriate and suitable methods for guiding the particular learning task at hand. There are various methods useful in creating a learning situation, and some are particularly valuable in teaching physical education. Certain methods which may be used in teaching have been divided according to the goals which they help to accomplish, and according to the type of method. Explanations of these methods and of how they serve the class situation are given in Table 6 and in the discussion which accompanies it.

Table 6. Teaching methods and techniques

| <i>Physical fitness</i> | <i>Physical skills</i> | <i>Knowledge and appreciation</i> | <i>Social development</i> |
|---|------------------------|-----------------------------------|---------------------------|
| <i>Methods of presenting materials</i> | | | |
| Verbal explanation | Verbal explanation | Verbal explanation | Verbal explanation |
| Lecture | Lecture | Lecture | Lecture |
| Demonstration | Demonstration | Demonstration | |
| | | Daily rule | |
| | | Rule sheet | |
| <i>Teaching techniques</i> | | | |
| Discussion | Discussion | Discussion | Discussion |
| Performance | Performance | Performance | Performance |
| Drill | Drill | Assignments | Criticism |
| Criticism | Mimetics | Review | Class situations |
| Review | Criticism | Tests | |
| Assignments | Review | Class situations | |
| Tests | Assignments | Class observation | |
| | Tests | | |
| <i>Supplementary learning experiences</i> | | | |
| Teacher observation | Teacher observation | Teacher observation | Teacher observation |
| Teaching aids | Teaching aids | Teaching aids | Teaching aids |

Methods of presenting materials

Verbal explanation. Verbal explanations are a valuable teaching method for all four goals of physical education.

In physical fitness. The teacher may explain some phase of physical fitness, such as endurance, and relate it to the particular sport unit under study, such as football or soccer. This verbal explanation should be made so that all members of the class can hear and ask questions if they like.

In physical skills. Verbal explanations are usually synchronized with a demonstration to provide a complete picture of the technique in question. Carefully chosen words can help a great deal in creating a mental image of what should be done or what it should feel like. Telling students to use finger tips on a volleyball may be successful, but describing the ball as a “hot potato to be tapped away quickly” may be more effective. It may be difficult at first to talk while demonstrating a particular skill. This ability can be developed, however, and will prove an invaluable aid to teaching.

In knowledge and appreciation. Explanations of rules and the strategy of games, and definitions of proper attitudes are often effectively used in teaching. By talking about some of these goals, as well as using other methods for their accomplishment, learning will take place.

In social development. Verbal explanations are similarly effective as one method of teaching for this goal. Often a disagreement among squads or teammates provides a teachable moment for explanation of proper group coordination and co-operation. By making use of these opportunities that naturally arise in physical education, the teacher promotes social development.

Lecture. Lectures may also be used in striving for all four goals of physical

education. However, lectures should be brief and to the point, since physical education is an active participation study. Such topics as current sports events (for knowledge and appreciation), courtesy regulations (social development), and highly skilled sports personalities exemplifying physical fitness and skills lend themselves easily to brief lectures or class reports. This is a more formal method but a quick way of getting information across to the group.

Demonstration. It is reasonable to expect that a physical educator be able to demonstrate effectively most of the skills being taught. This does not imply a necessary expertness in every sport but a basic and sound background in the fundamental skills. When demonstrating before a class certain important factors should be kept in mind.

1. The demonstration should be well planned so that all important points are firmly fixed in the teacher's mind.

2. The demonstration should be organized so that all students are able to see and hear well, and if student assistants are used, they should know the purposes and procedures necessary to show effectively the particular skill under study.

3. All necessary equipment and materials should be on hand so that no time is wasted once the demonstration is begun and so that the time is used most effectively.

4. Helpful pointers for proper performance of the skill should be given. The skill should be analyzed according to its basic parts and then shown in its entirety. In teaching a new skill emphasis should be on the right way to do it—not the wrong way.

Daily rule and rule sheet. Two other methods of presenting material, which

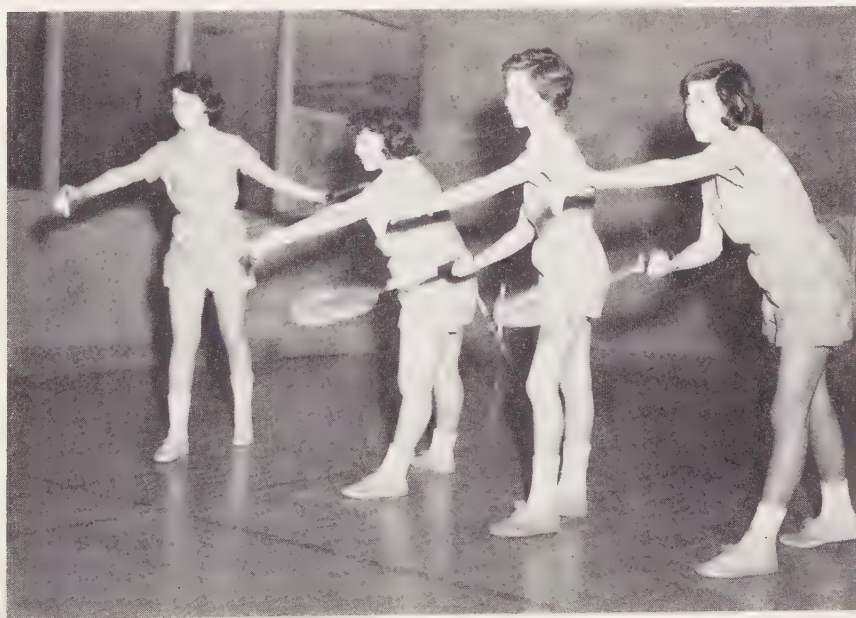


Fig. 65. Verbal explanation of skills can be effectively used in teaching. (Hartsdale Public Schools, Hartsdale, N. Y.)

are useful in the area of knowledge and appreciation are the daily rule and rule sheet. The rule sheet is a list of rules about the sport under study and it is frequently used to make sure that all members of a class have an equal opportunity to learn rules. Absenteeism then becomes no excuse for ignorance of the rules taken up in class. Oftentimes, however, these rule sheets are referred to only on the night before a written test, if one is given, and in such instances this method is not truly an educational one.

The daily rule is what its name implies: the presentation of a particular rule or series of rules that stem from the game situation. At each class session additional rules are explained and students are responsible for learning those rules that day. Absentees should check on work they have missed. When students are familiar with the over-all plan of the unit they understand how these daily rules apply to it.

Teaching techniques

Discussion. This technique is applicable to all phases of physical education. In leading a discussion the teacher should try to keep in mind the points to be brought out through discussion and have direct and leading questions prepared in advance. All students should feel their contributions are welcome, and the teacher should try to draw out opinions from students who might otherwise remain silent. Timing is another important consideration, for a discussion that drags on too long may lose its impact.

In physical fitness. A teacher may involve all members of the class in a discussion of physical fitness or one of its objectives and then have them find correlations with sports and daily living situations. This is an excellent way for transfer of learning to take place—that is, for students to apply classroom learnings to everyday situations outside of school.

In physical skills. It is sometimes helpful to discuss skills with a class after they have practiced them. Leading questions such as “how does it feel?” or “where does the power come from?” help students to think about the skill in exact terms. Other questions may come into the discussion in this verbalizing process. Then in their next performances of the skills the students can direct their thoughts to new aspects of the coordinations and produce a more satisfying result.

In knowledge and appreciation. Discussions are even more effective than the verbal explanation method. By using thought-provoking questions and good discussion techniques the physical education teacher can help the entire class to arrive at a greater understanding of rules, offensive and defensive strategies, and other such learning experiences. Proper attitudes toward hygiene, exercise, and sports can also be developed through this technique.

In social development. Discussions are invaluable in this area, too, for real problems bothering the adolescent may be brought out. Problems such as unfair actions of captains, poor sportsmanship, and unsuitable conduct for team members may be dealt with through discussions and possible solutions be found.

Performance. Performance is the backbone of physical education and therefore is purposeful toward all of its goals.

In physical fitness. Through warm-up exercises and special drills or unit work a class may be expected to strive together for various elements of physical



Fig. 66. Warm-up exercises can contribute to physical fitness. (Hartsdale Public Schools, Hartsdale, N. Y.)

fitness. Exercises may be teacher led, or they may be led by captains of squads, chosen leaders, or by each class member in turn.

In physical skills. Performance with practice of the physical skills required in the various activities is the best way of learning them. For real learning to take place the teacher should provide as much practice as possible to students in each class session.

In knowledge and appreciation. Much learning in physical education is brought about by “doing” and this holds for the knowledge of sports as well. The rules and regulations of games, for example, are best learned through playing and performance.

In social development. The working relationships of students in squads, teams, and groups allow an actual living performance of socializing techniques. In the structured class situation, where proper social behavior can be stressed, much learning of great carry-over value can be fostered.

Drill. The drills used for learning physical skills are a specialized type of performance necessary for teaching toward this particular goal. Drills are especially important in physical education to automatize the various skills necessary for the activities. Since some mastery of skills is essential to satisfaction in game play, the practice of skills in drill form is necessary.

Drills in physical education can be as dull as memorizing a multiplication table, or they can be nearly as much fun as the game from which they are derived. For real learning to take place they should be as interesting as possible and this of course requires planning on the part of the teacher. Some important principles to be considered when planning drill formations are the following.

1. Drills should be an outgrowth of a game situation. This provides meaning to the drill. The students are not asked merely to kick a ball but to kick a soccer ball through the goals for a score.

2. Drills should allow maximum participation for all class members. A stu-

dent has a turn to practice more frequently if the class is divided into many units of a small number of students. For a teacher to make as many practice units as possible, all available equipment must be put to use. These two factors (the size of the class and the available equipment) must be considered when planning drill units.

3. Drills should be made interesting and fun. Adding the competitive element to a drill formation or scoring points for adapted techniques makes the drill much more fun while the student is trying to learn a skill.

4. Drills should allow for both individual instruction and total supervision. In setting up drill formations the teacher must remember his, or her responsibility for the entire group and must therefore be able to keep an eye on all working areas. At the same time individual instructions should be given to those students needing special help; so in both instances proximity to the groups is essential.

5. Drills should be varied frequently to prevent boredom or loss of interest. Changing drill formations, such as changing from the shuttle type to the circle, can be stimulating and this is necessary, particularly with junior high school students. However, every change must be planned so that time is not wasted in going from one line-up into another. For example, if groups are in four equal lines it would be very difficult to set up three circles and wasteful to follow this change by going back to four units again. Groups should remain fairly constant and formations change smoothly from one to another.

6. Drills should not take the whole class period. Classes will lose interest in the perfection of skills if no opportunity to test them in the appropriate game situation is allowed.

7. Drills should progress from the simple to the more difficult. Drills should start with simple formations either reviewing old skills or practicing new ones in



Fig. 67. Drills are important in learning physical education skills. (Hartsdale Public Schools, Hartsdale N. Y.)

simple form. While changing formations and patterns the skills should be made increasingly difficult or combined with other skills, to maintain interest and utmost effort in participation.

The necessity of drills in teaching physical education is great, but for them to be most effectively used they must be carefully and thoughtfully planned with all of these factors in mind. Some teachers find it more satisfactory to teach one skill at a time, whereas others—feeling that good student leaders can direct skill practices—set up groups in order to provide for drill on the different skills at the same time. Under the direction of leaders, groups can rotate to different skills until all students have had practice within each assigned area. Such a procedure would depend of course upon the equipment and practice areas available, as well as upon effective leadership, but it would indeed promote this leadership quality and develop group responsibility and cooperation. This same division may be used even on an elective basis, with students selecting the drill they need to practice most and rotating by preference.

Another method of introducing drill practice is to interrupt game play to perfect a particular skill in which the groups seem to be generally deficient. Such a procedure is based on the theory that students need to have an opportunity to play a game before they can understand how skills are used in it. The “whole” is introduced first and then the “parts” are practiced, with the teacher breaking up the game play to put students into practice formations. While time may be sacrificed in proceeding in this manner, greater understanding may be gained and more purposeful drilling result.

Mimetics. This technique is frequently used when introducing new skills to a class. Following presentation of the skill by demonstration and explanation, the class as a whole performs the skill to get the feel of the action mimetically. Usually no equipment, or not all of it, is used in this technique. For example: the hockey stick might be used to act out the dribble action, but not the hockey ball. Going through the motions in this fashion introduces the skill in its simplest form, and the class begins to feel the action. Again, clever word pictures help in directing the motions, as well as rhythmic work signals or counts. Mimetic drills may be used as warm-up exercises, too, at the beginning of a period. Therefore this technique of teaching is useful both for physical fitness and for physical skills and, when combined with drill work, it becomes very effective.

Criticism. Constructive criticism of students’ physical fitness performances, physical skills, and personal social development is an effective technique in teaching when properly handled. Corrections or suggestions should be made to individuals quietly, asking them to “try doing it with your hands this way,” or “see what happens if you follow through with your body this way.” Positive suggestions like these are far more helpful than negative statements. Sometimes leaders can be trained to give helpful pointers, or partners can help to improve the performances of each other. Criticism by the teacher is usually the most successful, however, for it indicates a sincere interest in the efforts of the students and motivates them to improve.

Review. Review is a very definite teaching technique and is useful in working for the first three goals of physical education.



Fig. 68. Mimetics. (Hartsdale Public Schools, Hartsdale, N. Y.)

In physical fitness. Review of exercises, discussions, and the purposes of physical fitness is necessary, to cement learnings and maintain a level of fitness.

In physical skills. Review of skills in the same or different drill formations serves to reinforce learnings and make more automatic the performances of students. Part of each daily lesson should be devoted to a review of the material that was new in the previous lesson, constantly combined in new drill formations.

In knowledge and appreciation. Reviewing in this area can best be accomplished through an oral question-and-answer period, perhaps of short duration, at the beginning of class. Effective questioning of students is not always easy, and too frequently the answers are shouted in unison, or out-of-context remarks are offered to be funny. To prevent such developments and to make the most effective use of this teaching technique, the teacher should keep in mind these factors about questioning.

1. Questions should be clearly stated so they may be easily understood.
2. Questions should challenge the thinking of the students and require well-thought-out answers, not a mere "yes" or "no."
3. Questions should provoke contributory answers, not foolish responses.
4. Credit for partially correct answers should be given. Sarcasm or ridicule should never be a teacher's tool in response to improper answers.
5. Questions and answers should not be repeated by the teacher. The teacher should expect full attention from the group, so that such repetition is unnecessary. The teacher may, however, ask for a restatement of an answer by another member of the class to ensure complete understanding.
6. Questions should be directed to the class as a whole before an individual is called upon, in order to keep the attention of the entire class.

By following general rules such as these a question period can be made a very worth-while learning experience for all class members, even though they may not all have an opportunity to recite.

Assignments. The use of assignments or homework may not appear to belong in a physical education program, but it is a technique of teaching which should be more frequently used for it promotes learning for three goals of physical education.

In physical fitness. The teacher can specify certain standards of achievement for individuals to attain through practice outside of school. This is actually physical education "homework" which promotes physical development. When classes meet only twice a week little can be accomplished in physical fitness without extra daily work done by the student.

In physical skills. Just as assignments may be given in order to further physical fitness so may they be used to perfect skills, unless unusual equipment is required. Special periods for those needing extra help might then be established after school either on a volunteer or on an assignment basis. In this way individual physical skills may be improved.

In knowledge and appreciation. In this area also homework may be assigned. Having students make notebooks or complete reading assignments can be most effective techniques. The American Association for Health, Physical Education and Recreation has recently prepared a textbook¹ which is very appropriate.

Tests. When properly administered, tests are very effective teaching tools. Through testing, the student has an opportunity to judge his own work and when tested at the beginning or middle of a unit, he is motivated to work harder to improve. Students want to know the bases upon which they are judged; through testing they know what is expected of them and can rate themselves in comparison to scores of others. Testing and methods of evaluation are discussed further in a separate chapter, but their usefulness as a tool for teaching requires mention here.

Class situations. Special class situations often give rise to learning experiences in both social development and knowledge and appreciation.

In knowledge and appreciation. To teach particular strategic principles in games, it is often helpful to set up special practice routines drawn from the game situations. For example, the attack in hockey or soccer might be practiced in units of five advancing down the field to score a goal or the double play situation in baseball might be rehearsed by positioning the players. By rotating positions all students have an opportunity to practice in each position, thus learning this defensive strategy.

In social development. Many situations arise out of the structure of the physical education class, which may be used to further the social development of individuals. Personality characteristics such as leadership, self-reliance, and responsibility may be advanced through assignment of leadership positions. Captaincies and opportunities to act as referee provide for this, too. Social consciousness may be developed through routine procedures in class: team cooperation, locker room regulations, and so forth. Sometimes difficulties develop, such as a loss of personal property in the locker room; honesty and citizenship should then be discussed.

Class observation. In many class situations all members cannot be on the court or the playing field at the same time. Each onlooker should be given as an assign-

ment the job of observing some element of the classwork (if practicing skills is not possible or feasible). This technique of observing the game, position play, the defense, or some particular aspect of team play then becomes a technique of teaching and provides for real learning in the area of knowledge and appreciation.

Supplementary learning experiences

Teacher observation. Much learning is accomplished through observation and imitation of the example set by the teacher. Incidental learnings of this type may have a definite impact on the lives and futures of the students, and the teacher must always keep in mind the responsibility of his or her position in this respect. While this might not be considered a method of teaching, supplementary learning as a result of such observation does take place in all four areas of physical education.

In physical fitness. The attitudes of teachers and their abilities in physical fitness should always be similar to those which they hope to instill in the students. They should not expect students to “do as they say but not as they do.”

In physical skills. The students learn through imitation of the skills the teacher demonstrates for the class.

In knowledge and appreciation. The teachers of physical education should present a broad foundation of knowledge and appreciation in their own field and realize that all areas of learning which make them better persons make them also better teachers.

In social development. Teachers should exhibit those social niceties which they expect students to practice: being cooperative, helpful, considerate, and able to get along well with others.

Teaching aids. Use of additional teaching aids such as audio-visual materials and commercial teaching devices should also be mentioned as a method of providing supplementary learning experiences. These materials will be discussed in Chapter 14, devoted entirely to that area.

Since there are so many methods from which to choose when planning a class in physical education, the actual selection of teaching methods should cause little difficulty. It is important to keep in mind the principles outlined for the daily lesson plan including the needs for variation, participation, and so on. It is through the choice of teaching methods that these principles are implemented.

Conclusion

Two further points should be considered in regard to the selection of methods of teaching: the differences in junior and senior high school students and the differences in boys and girls.

Students in junior high school need to be given more concise, definite instructions than senior high students. Without complete instructions and constant review they do not understand or remember what is expected of them. Also, students in grades seven and eight cannot maintain a high level of interest over a prolonged period of time. Lessons need to be varied to accommodate this shorter attention span. However, these pupils become more easily excited and enthusiastic about activities than older students do and have to be watched for overfatigue.

In regard to the differences between boys and girls, teachers may note that it is easier to drill boys more extensively than girls due to their aspirations for excellence in performance. Girls often become impatient and want to play games rather than drill repeatedly. Also, because of the social importance of the athlete, boys in senior high school take greater interest in sports and put forth more effort than the majority of girls. Teachers of high school girls need to motivate and stimulate these students with methods that appeal to their interest in poise, balance, and grace.

POINTS TO REMEMBER

1. Methods used in teaching physical education should relate specifically to the established goals.
2. The methods used in planning the objectives and course content for a year, as well as the objectives and content for a unit within that program, depend upon the educational philosophy of the teacher and of the school.
3. Many different methods may be utilized in teaching classwork. Most of them may be combined or interchanged to provide variety in class structure, although some of them may be used only for accomplishment of specific objectives.
4. Certain principles underlie the choosing of methods in preparation for teaching a class, and these must be kept in mind for the development of a most effective teaching situation.
5. The daily class in physical education is the most important factor in teaching and therefore must be carefully planned and thought out in advance. Students may participate in planning this phase, as well as all phases of the program, if departmental organization permits.
6. The selection of methods depends on age level and developmental level of the class, as well as facilities and space, size, and time factors.

PROBLEMS TO THINK THROUGH

1. A new teacher of physical education, just added to the department, finds the year's program already formulated. In what ways can he or she (a) allow pupils to help in the planning within that program and (b) convince the department that cooperative pupil-teacher planning can be utilized in an over-all schedule?
2. This same new teacher finds that, while the physical fitness and physical skills objectives are being adequately met, the other goals—knowledge and appreciation and social development—are not being stressed by other members of the staff. In what way can he or she work for the attainment of these goals?
3. In what way can leaders be most effectively used in the instructional phase of the program?
4. How much use should be made of assignments or "homework"?
5. How can a teacher emphasize the importance of students' evaluation of their own classwork?
6. Which goals of physical education have counterparts in the everyday living experiences of students, and how can a teacher ensure transfer of learning for them?
7. What place does motivation have in daily classwork, and how does a teacher promote this?

CASE STUDY FOR ANALYSIS

The newly appointed and only teacher in the girls' (or boys') high school department is responsible for teaching physical education classes three times a week to class groups

ranging from twenty-four to forty-eight students. The administration has given the teacher a free hand to organize the curriculum, and no particular philosophy of education is expected to be followed.

Prior to his first class session this new teacher learns that previous course construction was entirely teacher controlled. What introduction to class work should be given to the classes, and how would the classes be conducted for the first teaching unit? For later units? With what purposes in mind?

EXERCISES FOR REVIEW

1. Formulate three drills to be used in teaching beginning soccer that would be progressive and require little change-over time.
2. Devise a set of leading questions to be used in starting a group discussion on teamwork in basketball.
3. Outline the format of a softball (baseball) notebook to be assigned to tenth grade students.
4. Write out an explanation of the foul-shooting technique.
5. Describe three mimetic warm-up exercises and appropriate commands related to tennis stroking.
6. Observe the teaching of a class and evaluate the methods used.
7. Plan a six-week unit on badminton for seventh graders.
8. Plan a daily lesson within that unit.
9. When ten or twelve students are playing a game of full-court basketball, in what way can the remaining students in the class be effectively and purposefully occupied?
10. Plan a series of review questions to be answered orally by a class studying volleyball.

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Class management

Good class management is essential in every phase of teaching. It is perhaps even more important in physical education because of the extensive equipment, facilities, and records involved and the larger class sizes which often exist. Because of the partial loss of class time needed for dressing and showering procedures, the remaining minutes must be put to the very best use if an effective teaching program is to result. This can be done only through good class management.

Class management, then, is synonymous with creating a teaching situation. From the point of view of the teacher it means providing time and opportunity for teaching, and for the student it means promoting self-management and self-responsibility for the benefit of the class. By accomplishing these two objectives the teacher is ready to teach and the students, to learn.

Class management includes all the necessary procedures and routines which are a part of the daily instructional program. Roll call, excuses, and showers all require certain procedures to make the most efficient use of the time available. Yet class management should not be confused with actual teaching methods, for instruction is not the issue here. The organization or arrangement of the class so that instruction takes place most effectively is the major concern of this chapter.

Good class management is brought about through careful and thoughtful planning on the part of the teacher with the students. This mutual and cooperative planning should be the backbone of class organization so that students willingly maintain the standards which they have established. They understand and respect the mutual benefits that will be derived by the entire class, and in a sense they manage themselves. This is class management at its best.

The teacher's role in developing this ideal type of class management is one of guidance and leadership during the planning periods and orientation of students at the beginning of the school year. Advance preparation, class orientation, and details of class conduct are the three areas with which the teacher must be concerned at the outset. It is these three topics which deserve detailed attention for good class management.

ADVANCE PREPARATION

Early preparation includes the many details which the physical education teacher should organize before school opens in the fall. The opening program, the



Fig. 69. Good class management is brought about through careful and thoughtful planning. (Yonkers Public Schools.)

equipment, the lockers, records, and schedule all need to be prepared. This readiness is a basic step to good class management, for it prepares the teacher in advance and he or she is then able to devote full attention to the requirements of the students when they arrive.

Program planning

An outline of the program for the year should be formulated on the basis of the departmental objectives and curriculum. Plans for the opening unit and the first week of school should be drawn up completely, so that the teacher knows exactly what needs to be accomplished in the first meeting of all classes.

Equipment and facilities

All equipment and facilities should be checked with the inventory made the year before. The teacher should make sure that all necessary repairs have been completed and that everything is ready and safe for use. This also includes playing fields, gymnasiums, and permanent equipment. The special equipment needed for the first teaching unit, whether that is hockey, soccer, or football, should be taken from storage and placed in an appropriate place where it is easily accessible. In so doing the teacher is prepared to make use of it as soon as the class is organized.

Locker room

Necessary preparations should also be made in the locker room. A check to make sure that the lockers are clean and in working order will save much confusion. It is very frustrating to assign a locker to a student, only to find that it does not work and that the whole process must be repeated.

If there are bulletin boards inside the locker rooms these should be attractively prepared with appropriate pictures and materials. When the students come into the locker room and see these careful preparations they realize that the teacher is enthusiastic and ready to go to work and they, too, become motivated.

Class lists and records*

The physical education teacher will find use of the new class lists most helpful. Preparing record files and grade books ahead of time saves a great deal of confusion later on. It is usually quite difficult to find time to take care of these clerical duties once school has begun. There are always many other urgent matters that require immediate attention and the paper work remains undone. The mental attitude of the teacher is greatly improved, too, when these details have been cared for beforehand.

Schedules

The final detail which should be given attention before school opens is the teaching schedule. Any changes or errors that occur should be taken care of in advance of the initial class meetings to prevent confusion in the minds of the students. At this time the scheduling of practice periods and use of facilities should be cooperatively worked out by the men's and women's departments so that the afterschool program can be organized without delay. This includes the games scheduled with other schools, for although the men's program may be outlined well in advance, the women need to arrange their afterschool program in coordination with this.

ORIENTATION OF THE CLASS

Proper orientation of each physical education class is exceedingly important because it affects the outcomes of all of the classwork throughout the year. It is during this first week of school that the students are introduced to all phases of physical education work and are made aware of their personal responsibilities for successful completion of the course. This period of orientation includes student registration and locker assignment and group planning sessions and discussions.

Registration of students

Usually at the first class session some form of class registration is necessary. The information required and the form of this registration varies, depending on the uses to which it is put. Customarily it is thought valuable to have on file the following items about each student:

| | |
|-------------------------------|--|
| Name | Record of fee payments |
| Address | Activities (electives, intramurals, honor teams) |
| Home telephone | Test scores and achievement records |
| Age and birthday | Awards, varsity letters |
| Locker number and combination | |
| Health status | |

*See also Appendix.

Only a part of this information would be taken during the registration period. Other factors, such as electives and awards, would be recorded at the appropriate time. By maintaining a personal record of each student from year to year, an overall picture of his accomplishments is readily available.

The form on which this information is taken should be a printed card with spaces outlined on both sides where appropriate details may be filled in. This card may be used to take roll call until squad cards are made out (if this is the general procedure) and then be filed in the physical education office.

Locker assignment

Another item of business which can be taken care of during the orientation period, when students do not yet have uniforms and sneakers available for participation, is the assignment of lockers. This routine procedure becomes difficult when combinations to built-in locks must be explained, but even in such instances no more than one class period should be necessary to accomplish this task.

Locker rooms are generally organized according to a regular pattern with rows of lockers and benches arranged alternately. The room itself should be well lighted and ventilated and kept immaculately clean. There are several different types of lockers used in school locker rooms: baskets, long lockers, half-size lockers in two tiers, and combinations of baskets or small lockers with one large dressing locker. In each of the above cases locks may be built in with the teacher having a master list of combinations and a master key, or individual locks may have to be provided by the students. In this latter case the teacher must keep an accurate record of students' locker combinations, for many occasions arise when it is essential that the teacher have access to all lockers.

The major point to be kept in mind when assigning lockers is the spacing of class members. Aisles and sections must not be overcrowded, to guard against accidents and facilitate dressing as rapidly as possible. The teacher may also wish to assign lockers in a pattern designed to promote class unity by breaking up cliques.

Lockers may be selected by the individuals in the class or specifically assigned by the teacher, but whichever method is used it should be consistently followed by the teacher with all class groups. The choice of method depends on class size, locker room conditions, and departmental procedures which may have been established.

Group planning

The teacher may wish to devote part of one of the orientation periods to a discussion of the physical education program. In this way the students will understand the objectives and purposes of the program and have an opportunity to ask questions concerning it. The teacher should prepare in advance a general outline of points to be used in this discussion, to make sure that all phases of the program are covered.

The extent of this discussion depends largely upon the course of action the teacher intends to follow. During orientation a discussion of the year's program by the students may bring out suggested elective units or special requests in regard to the intramural and interscholastic programs. On the other hand the teacher

may use this time to introduce the program that the particular class will be following as determined by departmental organization. The nature of this type of discussion is actually dependent on the degree of flexibility in program arrangement as determined by the philosophy of the department in respect to student planning.

During this same discussion period, time should be taken to determine, through class suggestion and selection, the rules and regulations which will be a necessary part of classwork. The students themselves should establish a code of conduct for the locker room, the showers, roll call, and other class situations. In this way they have an opportunity to realize the need for such codes and will more willingly accept their own regulations.

The teacher must carefully moderate such a discussion to make sure all individuals have an opportunity to express opinions and to make sure the level of discussion is a worthy one.

This may also be an appropriate time for the election of class helpers, leaders, or captains. Valuable pointers on the qualifications of leaders may be brought out at this time, again in the form of a class discussion.

DETAILS OF CLASS CONDUCT

Good management of a class is brought about by attention to many small details covering teacher and student behavior. The suggestions which follow govern all phases of a single class period except the actual instruction of the class. It is this class organization, however, that is the key to promoting a valuable instructional period; therefore, these small details cannot be overlooked. Included as details for class conduct are such factors as locker room regulations, roll call, shower procedures, costume regulations, excuses, and before-class readiness.

Before class

When students are coming to a class in physical education the teacher should be completely prepared for them. Personally, the teacher should be properly dressed for class and stationed in the locker room where students may easily locate him or her for advice or questioning. Plans for the class organization should be fixed in the teacher's mind and all equipment be in readiness.

The students should come to class in an orderly fashion, just as they proceed to all school classes. This businesslike atmosphere should pervade throughout the dressing time.

Locker room regulations

Locker room regulations, determined and enforced by the class, should include the following.

Benches. Benches between lockers should remain clear of books and clothing to prevent these items from being crushed, pushed around, or lost. Benches are to be used to sit on while changing.

Books. A special place should be set aside for students to put their books. Usually they may easily be placed on top of the lockers, provided the lockers are not too high. This prevents any damage or loss to this important property.

Clothing. All clothing should be hung up neatly in long lockers and shoes

placed on the floor of the locker. This protects the clothing and prevents it from becoming dirty or damaged. Even where half-size lockers are used this regulation should be enforced. An additional problem is sometimes presented by girls' large petticoats which are easily crushed inside a locker. These should perhaps be placed on top of the lockers for safekeeping. Lockers should be closed and locked during classes to ensure the protection of all belongings.

Valuables. Valuable jewelry and wallets should of course be locked up inside a locker during physical education. Some teachers require all jewelry to be put away in this manner, thus preventing damage and loss of the jewelry or possible injury to students by some types of costume jewelry.

Lights. Locker room lights should be turned out when all students proceed to the gymnasium. A member of the class should be given this particular responsibility and the job be shared by many students during the course of the year.

Routine. The routine within the locker room should merely be a matter of changing clothes in the quickest and easiest fashion. Strict silence is usually not necessary but students should attend to the business at hand without any undue nonsense or fooling around. Loud and raucous behavior would not be in accordance with regular school conduct.

Time. The time allotted for changing clothes before class should be established by the students in the orientation week discussions. Customarily five minutes is sufficient for all students to change and proceed to their places.

Costume

The costume or gym uniform varies in style, shape, and color; the requirements governing its use, preferably established by the groups concerned, may also



Fig. 70. Girls' physical education uniforms vary from school to school. (Hartsdale Public Schools, Hartsdale, N. Y.)

vary, from rigid to loose restrictions. The following considerations should be dealt with.

Types of uniforms. Girls' uniforms range from one-piece gym suits with a skirt or short-type bottom to a two-piece outfit of blouse and shorts. Boys' uniforms are generally shorts and a T-shirt, perhaps marked by the school insignia.

Requirements. Besides determination of the basic outfit there should be requirements about sneakers, socks, and sweatshirts for all participants in physical activity. All students should be required to dress in these items for every class. Furthermore, all clothing should be clearly labelled with the owner's name, either with indelible ink, chain stitching, or name tags.

Improper preparation. Definite regulations should be established regarding a "penalty" for not fulfilling all requirements concerning uniform. Students should realize their responsibilities in this matter and understand the consequences of not meeting them.

Laundering. It is most important to set definite time periods at which clean uniforms are required. For girls in classes meeting twice a week, a clean uniform is probably necessary every two or three weeks. For boys, the time period may have to be shorter. Effective means of checking on clean uniforms, probably during roll call, should be established to ensure enforcement of this requirement.

Roll call

A teacher is legally responsible for the group in his or her charge and should therefore keep an accurate record of attendance for each class session. In physical education an exact system of recording should be devised because of the variation in student participation. Symbols are needed to denote excuses, uniform cuts, absences, and tardiness and other similar situations. Roll call can become a very complicated and time-consuming process and therefore needs careful consideration, to further good class management.

Methods for roll call. Teachers of physical education have devised various means of calling roll, for the purpose of saving time and promoting efficiency. Some of the better methods are worthy of attention.

1. Number check. The students are assigned a certain number and must be standing on it when roll is taken. The numbers are painted, in order, along the sidelines of the gymnasium floor, and the teacher merely notes vacant numbers.

2. Number call. The students are given a certain number which they must call out at the appropriate time. Numbers not mentioned are then noted by the teacher as absent.

3. Roll call. The teacher calls out the names of all students and listens for their responses.

4. Squad call. Names of the students are checked according to organized squads with leaders assisting the teacher by checking attendance, uniform cuts, and so forth.

Each of the above methods has its values. However, the first suggestions are rather impersonal, and a more friendly atmosphere can be promoted through the use of the last method. Furthermore, the use of student leadership—while requir-

ing more time on the part of the teacher for instruction and training—has the advantage of fostering good leadership.

Systems for roll call. There is no established rule about when class roll should be taken or what symbols should be used. It is customary for attendance to be taken at the beginning of a class period so that a report of students absent from class but not listed on the daily absence list may be sent to the office. This is an important function of every teacher, for truancy is against state law. Offenders must be discovered as soon as they are found absent from any part of the school day. Besides fulfilling the legal responsibility by taking roll at the beginning of the class, the teacher will find it a convenient way of getting the group organized for instruction, by proceeding from roll call formations to the next set-up. Taking roll in the middle of the period may interrupt drill practice, and sometimes there is not enough time at the end of the period no matter how closely the lesson is planned.

In regard to the use of symbols, most teachers develop their own systems. The main criteria that should be kept in mind are speed, clarity, uniformity, and exactness. If leaders are used they must be able to understand all the necessary variations, and in the case of a teacher's absence the substitute should be able to interpret the system. Symbols most often required cover the following items.

| | | |
|-----------|-----------|-------------|
| Absence | Excuse | Uniform cut |
| Tardiness | Office | * Suit |
| | Illness | Sneakers |
| | Observing | Not clean |

Safety. Roll call is a very convenient time for checking on safety regulations. This important factor needs special emphasis in physical education, and it is at this point in the daily lesson that equipment rules and safety regulations can be reviewed. Each class member should know and accept his personal responsibilities for the safety of others, and the teacher can promote this attitude easily at this time.

Excuses from class

The problems concerning temporary and permanent excuses from class are always prevalent in physical education. Methods of handling these problems depend upon the size of the department, the facilities available, and the determination of the teacher. Above all, the philosophy of the department stands behind the procedure in these cases.

Basic philosophy. Ideally a good physical education program should include some kind of modified or adapted activities program for those individuals who are injured, disabled, or recently recovered from illness. Limited activities under these circumstances should be prescribed by a physician and administered by the teacher. Because most physical education teachers have studied the adapted program, it is possible for them to carry out such instructions. When this type of program is in operation there is no need for temporary or permanent excuses.

Unfortunately, limitations in facilities, time, and personnel prevent the inclusion of this type of program in many situations, and teachers must try to make adaptations within their own class programs.

Methods of handling excuses. Temporary or permanent excuses from physical education class may be accepted by the teacher but should be authorized by the school health department. This prevents a student from getting excused from class for a reason that is not valid, and it channels health problems through the nurse or doctor, who should be aware of all health deficiencies. Some teachers send excused students directly to a study hall if they have no alternate program established within their classes and no adapted program is available. Theoretically, excused students should change from their street clothes whenever possible and participate in as much of the regular class activity as possible. Whenever a particular activity is more than the student should undertake, he should have a specific assignment related to classwork, which he must complete during that time.

Work assignments. Work assignments for these excused students may take many forms, depending upon the activity engaged in by the class. Students should be engaged in a purposeful activity such as keeping score, taking notes on the class, or charting a player's position in a team game. More difficult tasks might include writing team plays, marking a specific position, creating a dance or skit, or reading a special assignment for a later report to the class. If it is possible to assign a remedial type of exercise, with permission of the physician, this should be done. Whatever course of action is taken, much time and great patience are needed for the teacher to motivate excused students to spend this class time wisely and to help them achieve professional objectives.

Methods of grouping

Whether or not squads are used for roll call, teams or groups of some type are necessary for class instruction. Methods used for the formation of these groups vary, depending on the activity planned, the size of the class, the numbers required on the teams, and other pertinent factors. No single method should be used throughout the year but a variety of grouping techniques should be employed for interest. This provides many different working groups and leaders and thus creates many opportunities for the development of sportsmanship, teamwork, leadership, and followership.

Division of the class into workable groups may be made along any of the following lines:

1. Homeroom groups.
2. Homogeneous or heterogeneous groups—chosen on the basis of skill tests results.
3. Numbering off by threes or fours—depending on the size of the class and groups needed.
4. Squads—chosen by class-elected captains.
5. Height—to divide tallest members among squads.
6. Teacher-appointed groups—according to skills.
7. Special work groups—to practice a specific skill.

Leadership of working groups may be chosen by the individual groups themselves or by general class election. In either case appropriate pointers about good leadership should be discussed beforehand and the duties and the responsibilities

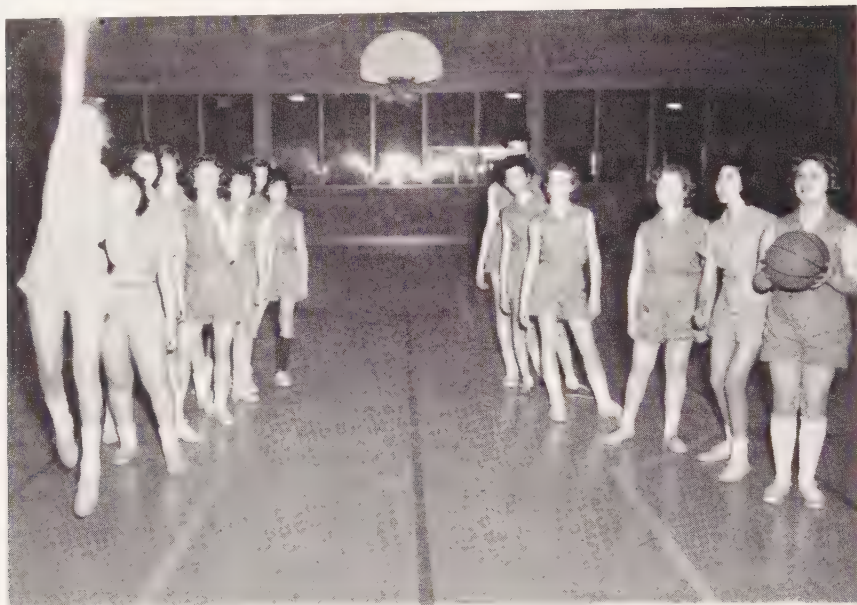


Fig. 71. Methods of grouping depend on size of class. (Hartsdale Public Schools, Hartsdale, N. Y.)

of the captain be made clear to the whole class. It should be pointed out that with younger groups, seventh graders particularly, leaders and groups should be changed often, for they easily tire of one group and grow dissatisfied.

Showers

The amount of time allotted for dressing at the close of the physical education class depends upon the shower requirement. Because of the health-teaching opportunity provided by a showering program, all students should be required to meet this regulation. Certain rules must be established in this regard, however, and procedures for enforcement set up.

Regulations. A well-run showering program demands certain restrictions for efficiency and safety, and consistency in their application is essential. Towels, too, may become a problem unless properly handled.

In respect to the time necessary for efficient showering, 12 to 15 minutes is the usual amount. However, this can only be relative to the number of students in the class and the number of shower stalls available. Girls generally require a longer period of time to shower than boys, so this should also be considered.

Because of the danger of slipping on a wet locker room floor, students should dry completely in the drying area which is usually constructed adjacent to the showers. If none exists, the teacher should designate a particular portion of the locker room, near the shower exit, as "for drying only." In connection with safety it is also essential that soap, deodorants, or other personal items be kept in unbreakable, plastic containers.

The problem of towels can best be handled in situations where the school pro-

vides them. In these cases each student is given a clean, dry towel which is returned at the end of the period. When students bring their own towels from home, they frequently allow them to mildew in the lockers, for lack of proper drying and cleaning. Squad captains should assist the teacher in the collecting and counting of towels, especially in cases where towels are rented and the teacher is responsible for the exact number of towels supplied by the rental company.

Enforcement. If showers are required of all students the teacher must have a method of enforcing this regulation. One of the easiest methods of doing this is to send students into the showers by squads and use leaders to help in checking off the squad members.

There is one exception to the regulation of required showering, and this relates to girls who are menstruating. In schools where no individual shower stalls and dressing areas are provided these girls should be instructed to sponge off carefully at the sinks while partially dressed. Also, a doctor's excuse from showering should be honored. All other students well enough to be in school and to participate in physical activity should be required to take a shower.

Grading

Grading in physical education, as in any academic subject, is a very difficult matter. It should be kept in mind that the purpose of grading is to report an individual's progress both to that individual and to his parents. Each must understand exactly what the grade represents if it is to have any real meaning and subsequent effect. It must be pointed out that a grade in physical education represents many different factors—not skill alone. And it is the percentage accorded to each of these factors, as well as the form of the grade, that must be given consideration by the teacher. For an extensive discussion of these topics, see Chapter 17.

Cumulative records

Record keeping in physical education, as in every field of endeavor, is a time-consuming process. However, time devoted to this aspect of the program is well spent if the material collected is pertinent, useful, and up to date. These are the main considerations regarding the records that should be kept, and they should help determine what materials are to be included.

The registration card spoken of in connection with class orientation is the basic item to be included in the individual record file. Each year a new registration card is added to the file with necessary and up-to-date information. Other data which should be on file—either on this same card if there is room or separately—should include, according to Voltmer and Esslinger¹ the following items:

Health information: medical excuses, changes.

Activities: clubs, electives, intramurals, etc.

Grades: term and final marks, test scores.

Attendance.

Awards and honors.

Teacher information: character notes and references.

The gathering of too much information which will serve no purpose is always a danger. However, good records, efficiently kept from year to year, provide an

accurate picture of an individual's growth and development and a meaningful basis for determining his particular needs.

Problems and interruptions

Flexibility in the management of classes should be a byword for all teachers but particularly for physical educators. Many unforeseen occurrences create interruptions in the established school routine, and the teacher who can remain flexible and adapt suddenly yet wisely is a real master. There are several types of interruptions that merit attention: assemblies, class outings, fire drills, and injuries. (Weather may sometimes cause an interruption if the teacher has not considered it when planning.)

Assemblies. In schools where a combination auditorium-gymnasium is used assemblies become a major source of interruptions. Book week, the Science Fair, and special examinations are all held in the auditorium, in addition to the regular assembly programs. Even when assemblies do not interfere with the scheduled physical education classes, the chairs may have to be put up or taken down. In this event the physical education teacher must have alternate plans to follow: written work, the use of audio-visual materials, or discussion. Fortunately, in good weather classes can be held outdoors and this problem is removed.

Class outings or trips. When class groups are taken on special field trips or outings the physical education teacher is often left with half of a group. In this instance the regular classwork should be adapted to the smaller group.

Fire drills and shelter drills. Safety drills are essential in all schools and regular, prescribed procedures should be followed when such drills occur during physical education class. Instructions are usually issued by the administration as to where the groups should exit. The teacher is responsible for his or her particular group and must see that these orders are carried out. These drills are a source of confusion when they occur at the end of a period, at a time when students are changing. The teacher should try to point out these difficulties to the principal so that this situation may be avoided.

Injuries. Injuries occur even in the safest situations and cause much distress to students in class. The teacher must be assured and calm in following regular accident procedures. All instructions—to send for the nurse, carry out activity, or dismiss the class—should be given with unruffled authority, to prevent students from becoming unduly alarmed or excited and perhaps creating further danger because of thoughtless actions.

POINTS TO REMEMBER

1. There are certain preparations that should be made before school begins in the fall.
2. Methods of orienting a class to physical education work during the first week of school should be planned.
3. Students should participate in the formulation of codes of conduct in the locker room and gymnasium.
4. Methods and regulations should be established to minimize danger in the locker room when administering a shower program.
5. Methods and procedures for taking attendance should be efficient, clear, and concise.

6. Types of records kept in physical education should be purposeful, up to date, and complete.

PROBLEMS TO THINK THROUGH

1. What health items would it be important to have included in an individual's record card?
2. To what extent should students participate in forming rules and regulations for class routine, and to what extent should the teacher's word be law?
3. Because the teacher is legally responsible for the students in his charge, should a leader or class assistant be responsible for taking attendance?
4. What reasons are in favor of having captains select teams openly, so that all members of the class know the order in which they are chosen? Against?
5. What should a physical education teacher do in a situation where the school nurse sympathetically hands out excuses from physical education class too frequently?

CASE STUDY FOR ANALYSIS

In a large high school there are four men and three women physical education instructors teaching all pupils in grades nine through twelve. In the present situation no adapted physical education is taught except for the little amounts that the individual teachers are able to do with excused pupils in the regular class periods. How should a new teacher coming into this set-up be prepared to handle excused students in his own class? How should he work to improve this situation? What materials and information would he need?

EXERCISES FOR REVIEW

1. Design an all-purpose registration card to be used for orientation period and for permanent records.
2. Construct a list of regulations necessary for a locker room and shower set-up and indicate what responsibilities could be given class leaders.
3. How many costume "cuts" should be allowed a student during each grading period before lowering his grade?
4. What key questions might be asked a group of students in leading a discussion to determine class standards?
5. What assignments might be given to students excused from a basketball class, to be completed while observing class?
6. What are the advantages and the disadvantages of grouping a class of students into squads on the basis of skills?

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Resources and materials for teaching*

The use of teaching aids and materials is a method of teaching which supplements the learning process. Students who are not stimulated by other teaching methods may be motivated by films, charts, or other resource materials, and highly skilled students may broaden the scope of their knowledge by studying enrichment materials. Acquaintance with the wealth of outside resources and information from which all members of a class may benefit is an invaluable aid in teaching, and the physical educator should make good use of such information.

In recent years considerable progress has been made in the field of teaching aids. The equipment and tools have been vastly improved and the resources and services greatly extended so that all schools may take advantage of these instructional materials.

In this chapter suggestions concerning valuable audio-visual aids, special aids, reading materials, outside resources, and sources of supplies are offered. The principles to be followed when using these materials are included at the beginning of the chapter to serve as a guide for the teacher in making proper use of them.

PRINCIPLES GOVERNING THE USE OF TEACHING AIDS AND MATERIALS

When selecting audio-visual aids or other resources and materials the teacher of physical education should consider certain principles which make utilization of these aids effective and valuable. The similarity between these principles and those suggested in other methods of teaching should be noted, for the aim in each case is to create a worth-while learning situation.

1. *Materials should be carefully selected and screened.* The teacher should preview the materials to make sure they are appropriate for the unit and age level and that they present information in an interesting and stimulating manner. For instance, a basketball slide film that is geared for boys would probably not be suitable for use in a girls' class.

2. *Proper preparation of materials should be made.* The teacher should check all equipment that may be necessary for the presentation of materials, to make

*See also Appendix.

sure that it is in operating condition. Record players and movie projectors, in particular, need to be carefully checked before they are used.

3. *The presentation of materials should be planned and integrated into the lesson.* Students should be properly introduced to the materials, so that they know what to expect and understand their relationship to the unit of study.

4. *Materials should be presented to the students in a proper learning situation.* Students should be located so that all may hear, see, and learn from the material being presented to them. They should realize that they will be held responsible for the information being presented.

5. *Materials should be varied.* Different types of materials should be chosen for presentation, to stimulate the varying interests of the students. A teacher using films or slide films exclusively does not take full advantage of supplementary materials available for widespread appeal.

6. *Use of supplementary materials should be limited.* The teacher should place a reasonable limit on the use of extra teaching materials to maintain a balance of supplementary learnings in relation to those from regular instructional materials.

7. *Care should be taken to avoid excessive expenses in this area.* A reasonable part of the instructional budget should be set aside for supplementary materials. This amount should be in accordance with the emphasis placed on this phase of the teaching program.

8. *Records and evaluations of materials should be maintained.* All supplementary materials should be carefully evaluated and records kept on file for future reference. This should save the unnecessary expense involved in reordering or duplication of materials and in maintenance of outdated materials.^{1, 2}

By following these principles the teacher is able to supplement learnings with materials that are valuable and interesting to the students.

AUDIO-VISUAL AIDS

Movies, slide films, and loop films

Types

Black and white or color; silent or sound; for rental or purchase.

Values

To give information to a large group at one time in such areas as skill breakdowns, game play, expert performances, the techniques and the rules of sports, and in social development, hygiene, health problems, and physical fitness.

Problems

Arranging for film rentals: teachers usually arrange for film rental or purchase either by personal, direct communication with the company or through the local school's audio-visual committee.

Arranging for use of the school movie projector: this is usually arranged in advance with the audio-visual director or committee by signing up or reserving the necessary equipment for a specific day and class period.

Operating the equipment: teachers should know how to operate audio-visual equipment. It is usually easier to conduct the class, however, if student operators are used.

Sources

Table 7 contains a list of the larger companies making educational films and filmstrips. Titles of the films listed are taken from the 1959-1960 catalogues, with purchase prices quoted according to publications of that year.

Table 7. Educational films

| Title | Level | Length (in minutes) | Approximate price | |
|--|---------|---------------------|-------------------|----------|
| | | | Black and white | Color |
| Coronet Films* | | | | |
| Advanced Tumbling | J. & S. | 11 | \$50.00 | \$110.00 |
| American Square Dance | J. & S. | 11 | 50.00 | 110.00 |
| Badminton Fundamentals | J. & S. | 11 | 60.00 | 110.00 |
| Basketball for Girls: Fundamental Techniques | J. & S. | 11 | 50.00 | |
| Basketball for Girls: Game Play | J. & S. | 11 | 50.00 | |
| Basketball Fundamentals (boys) | J. & S. | 13½ | 62.50 | |
| Batting Fundamentals | J. & S. | 11 | 50.00 | 110.00 |
| Beginning Swimming Intermediate | J. & S. | 11 | 60.00 | 110.00 |
| Beginning Tumbling | J. & S. | 11 | 50.00 | 100.00 |
| The Broad Jump | J. & S. | 11 | 50.00 | |
| Catching Fundamentals | J. & S. | 11 | 50.00 | 100.00 |
| The Dolphin Kick | J. & S. | 8 | 45.00 | |
| Exercise and Health | J. & S. | 11 | 60.00 | 110.00 |
| Football Fundamentals: Blocking and Tackling | S. | 11 | 60.00 | 110.00 |
| Good Sportsmanship | J. | 11 | 60.00 | 110.00 |
| The High Jump | J. & S. | 11 | 50.00 | |
| Intermediate Tumbling | J. & S. | 11 | 50.00 | 100.00 |
| Let's Dance (social) | J. & S. | 13½ | 75.00 | 137.50 |
| Matt Mann's Swimming: Technique for Boys | J. & S. | 18½ | 87.50 | 175.00 |
| Matt Mann's Swimming: Technique for Girls | J. & S. | 11 | 50.00 | 100.00 |
| Overcoming Fear | J. & S. | 13½ | 75.00 | 137.50 |
| Pole Vault | J. & S. | 8 | 37.50 | |
| Rest and Health | J. & S. | 11 | 60.00 | 110.00 |
| Simple Stunts | J. & S. | 11 | 50.00 | 100.00 |
| Soccer for Girls | J. & S. | 11 | 50.00 | 100.00 |
| Social Dancing | J. & S. | 11 | 50.00 | 100.00 |
| Softball for Boys | J. & S. | 11 | 50.00 | 100.00 |
| Softball for Girls | J. & S. | 11 | 50.00 | 100.00 |
| Speedball for Girls | J. & S. | 11 | 50.00 | 100.00 |
| Springboard Technique | J. & S. | 11 | 50.00 | 100.00 |
| Volleyball for Boys | J. & S. | 11 | 50.00 | |
| Encyclopaedia Britannica Films, Inc.† | | | | |
| Catching in Baseball | J. & S. | 11 | \$ 60.00 | |
| Hitting in Baseball | J. & S. | 11 | 60.00 | |
| Throwing in Baseball | J. & S. | 11 | 60.00 | |
| Ball Handling in Basketball | J. & S. | 9 | 60.00 | |
| Defensive Footwork in Basketball | J. & S. | 10 | 60.00 | |
| Shooting in Basketball | J. & S. | 10 | 60.00 | |
| Ball Handling in Football | J. & S. | 10 | 60.00 | |
| Blocking in Football | J. & S. | 10 | 60.00 | |
| Tackling in Football | J. & S. | 10 | 60.00 | |
| Fundamentals of Track and Field | J. & S. | 26 | 135.00 | |
| Dashes, Hurdles, and Relays | J. & S. | 18 | 120.00 | |
| Distance Races | J. & S. | 10 | 60.00 | |

*Audio-Visual Aids Service, University of Illinois, Champaign, Ill.

†1150 Wilmette Ave., Wilmette, Ill.

Table 7 (cont'd)

| Title | Level | Length (in minutes) | Approximate price | |
|--|---------|---------------------|--------------------------|-------|
| | | | Black and white | Color |
| Encyclopaedia Britannica Films, Inc. (cont'd) | | | | |
| Jumps and Pole Vault | J. & S. | 11 | \$60.00 | |
| Weight Events | J. & S. | 11 | 60.00 | |
| Handsprings in the Gym | J. & S. | 8 | 60.00 | |
| McGraw-Hill Text Films* | | | | |
| Basketball Strategy for Girls | J. & S. | 11 | \$ 60.00 | |
| Basketball Techniques for Girls | J. & S. | 11 | 60.00 | |
| Lou Gehrig's Greatest Day (You Are There, CBS Television) | | 27 | 145.00 (15-yr. lease) | |
| Play Ball, Son | J. & S. | 18 | 85.00 | |
| Softball Fundamentals | J. & S. | 12 | 60.00 | |
| University of Illinois—Physical Fitness— How to Improve Research (You Are There, CBS Television) | | 27 | 145.00 (15-yr. lease) | |
| Volleyball Strategy for Girls | S. | 9 | 60.00 | |
| Volleyball Techniques for Girls | S. | 12 | 60.00 | |
| Bailey Films, Inc.† | | | | |
| Beginning Swimming | J. & S. | 10 | \$21.75 | |
| Advanced Swimming | J. & S. | 10 | 21.75 | |
| Diving Fundamentals | J. & S. | 10 | 21.75 | |
| Learning to Swim | | | | |
| Backstroke | | 9 | 50.00 | |
| Breaststroke | | 11 | 50.00 | |
| Crawl | | 11 | 50.00 | |

| Subject | Approximate price |
|--|-------------------|
| <i>Loop Films‡ ("Champions on Film")</i> | |
| Synchronized Swimming | |
| Set No. I (16 loops) | \$20.00 |
| Set No. II (15 loops) | 20.00 |
| Both sets (31 loops) | 35.00 |
| Tennis movies (girls) | |
| Complete film (18 loops) | 25.00 |
| Cheerleading movies | |
| Complete film (19 loops) | 20.00 |
| Baton twirlers movies | |
| Set No. I (15 loops) | 20.00 |
| Set No. II (14 loops) | 20.00 |
| Both sets (29 loops) | 35.00 |

*Audio-Visual Aids Service, University of Illinois, Champaign, Ill.

†Bailey Films, Inc. (purchase); or Film Rentals (rental), 6509 De Longpre Ave., Hollywood 28, Calif.

‡816 South State St., Ann Arbor, Mich.

Table 7 (cont'd)

| Subject | Approximate price |
|--|-------------------|
| <i>Loop Films ("Champions on Film") (cont'd)</i> | |
| Basketball | \$25.00 |
| Football | |
| Set No. I (Defensive Football) | 27.95 |
| Set No. II (Single Wing Offense) | 27.95 |
| Set No. III (T and Single Wing Techniques) | 29.50 |
| Set No. IV (Winged T Offense) | 28.50 |
| Trampoline | |
| Set No. I (Basic Trampolining) | 20.00 |
| Set No. II (Advanced Trampolining) | 20.00 |
| Wrestling | 25.00 |
| Basketball | 25.00 |
| Men's Tennis | 25.00 |
| Swimming | 25.00 |
| Diving | 29.50 |
| Track | |
| Set No. I (Worlds' Champs) | 20.00 |
| Set No. II (All Time Greats) | 20.00 |
| Set No. III (National Champs) | 20.00 |
| Set No. IV (Olympic Year Champs) | 20.00 |

| Title | Length (in minutes) | Available | Price |
|--|---------------------|-----------|-------|
| <i>Modern Talking Picture Service, Inc.*</i> | | | |
| Admiral in an Outboard | 28 | Color | Free |
| The Cardinal Tradition | 27 | B. & W. | Free |
| Let's Bowl With Champions | 14 | B. & W. | Free |
| Showman Shooter | 27 | Color | Free |
| Fitness for Leadership | 14 | Color | Free |

| Subject | Approximate price |
|---|-------------------|
| <i>American Association for Health, Physical Education, and Recreation†</i> | |
| Loop films on diving | \$15.00 |
| Loop films on diving (for girls and women) | 15.00 |
| Loop films on synchronized swimming | 15.00 |
| Softball rules for girls (filmstrips) | 24.00 |

| Title | Units | Approximate price | |
|--------------------------------|-------|-------------------|---------|
| | | Sound | Silent |
| <i>The Athletic Institute‡</i> | | | |
| Beginning Archery | 4 | \$42.15 | \$36.55 |
| Beginning Swimming | 4 | 31.90 | 26.30 |

*3 East 54th St., New York 22, N. Y.

†1201 16th St., N.W., Washington 6, D. C.

‡Merchandise Mart, Room 805, Chicago 54, Ill. (Slide films in full color, for purchase only.)

Table 7 (cont'd)

| Title | Units | Approximate price | |
|---|-------|-------------------|---------|
| | | Sound | Silent |
| The Athletic Institute (cont'd) | | | |
| Competitive Swimming | 3 | \$34.20 | \$28.60 |
| Beginning Lifesaving | 2 | 19.50 | 16.70 |
| Beginning Diving | 3 | 45.10 | 39.50 |
| Beginning Badminton | 6 | 54.75 | 47.15 |
| Beginning Baseball | 7 | 72.20 | 61.00 |
| Beginning Golf | 4 | 43.85 | 38.25 |
| Beginning Bowling | 3 | 34.30 | 28.70 |
| Beginning Softball | 8 | 79.50 | 68.30 |
| Beginning Tennis | 5 | 57.15 | 48.75 |
| Beginning Track and Field | 9 | 60.55 | 46.55 |
| Beginning Tumbling | 3 | 30.25 | 24.65 |
| Beginning Volleyball | 4 | 42.30 | 36.70 |
| Beginning Wrestling | 5 | 65.15 | 56.75 |
| Beginning Basketball | 7 | 61.00 | 50.80 |
| Beginning Camping | 2 | 17.80 | ---- |
| Apparatus Activities (for boys and men) | 5 | 57.45 | 49.05 |
| Gymnastics Activities (for girls and women) | 4 | 44.35 | 38.75 |
| Trampolining | 3 | 35.55 | 29.95 |
| Advanced Tumbling | 3 | 37.25 | 31.65 |
| Beginning Fencing | 4 | 51.70 | 46.10 |

Phonographs and tape recorders

Types

Three-speed; extra volume or public address system.

Values

To record or play original musical accompaniments or selected musical compositions in creative rhythmic work, folk and square dancing units, and social dancing and recreational activities.

Problems

Transporting and storing heavy equipment: phonographs and tape recorders should be stored near the gymnasium, where they are easily accessible, yet safe from destruction.

Sources

Califone Corporation, 1041 North Sycamore Ave., Hollywood 38, Calif.

Newcomb Audio Products Co., Dept. JO-11, 6824 Lexington Ave., Hollywood 38, Calif.

Records

Types

Social dancing; square dancing; folk dancing; rhythms; physical fitness.

With instructions; without instructions.

Values

To provide accompaniment to many phases of rhythmic activities.

Problems

Preventing breakage or scratching of records: care must be taken by the teacher to ensure against damage to records.

Operating all equipment correctly: the teacher should always operate the machine or appoint a responsible leader to be in charge.

Sources

Educational Dance Records, Inc., Box 6062, Bridgeport 6, Conn.

Folkraft, 1161 Broad St., Newark 5, N. J.

Honor Your Partner Records, Box 10, Freeport, N. Y.

Television

Types

Black and white; color.

Values

Current sports events may be presented to the students either in class (if appropriate daytime programs are available) or as homework assignments. Opportunities to see professional athletes in action are thereby afforded, stimulating student interest and knowledge.

Problems

Arranging for use and availability of the school set: teachers should sign up ahead of time to reserve the school television for a specified time.

Making it easier for students not having television in the home to complete this form of assignment: the teacher should help make arrangements for such students to view the program in someone else's home where television is available.

Drums

Type

Dance drum; bongo drum.

Values

To provide rhythmic measures for dance and creative activities as well as for calisthenics, exercises, and free movement.

Problems

Maintaining pitch of drums: teachers should keep drums in a dry place, for in extreme dampness a drum loses tone. In such instances, placing the drum on a radiator for a few minutes restores tensility.

SPECIAL AIDS

Charts, diagrams, and photographic materials

Types

Commercial; original.

Values

To stimulate interest and to display attractively the proper techniques of sports skills.

Problems

Finding time to make displays: the teacher may enlist aid of leaders' clubs or other groups to assist in making attractive displays.

Sources

Division of Girls and Women's Sports, American Association for Health, Physical Education, and Recreation, 1201 16th St., N.W., Washington 6, D. C.

Sports Tips and Teaching Aids, Jackson & Swan, 16801 Parkside Ave., Detroit, Mich.

Bulletin boards

Types

Cork; beaver board.

Values

To display commercial and original material which may be interesting to the students. This is particularly true when students themselves create and/or collect materials for display.

Problems

Keeping materials up to date: student committees may be put in charge of bulletin board displays, to avoid the problem of outdated materials.

Maintaining high standards of workmanship: the teacher should guide and direct the efforts of student committees to ensure worth-while displays.

Chalk boards

Types

Stationary; movable.

Values

To illustrate points in lectures or discussions and to depict team plays, positions, and other factors to the class. Use of colored chalk adds clarity to the pictures and makes it easier for students to visualize the topic being discussed.

Problems

Arranging large classes so that all students may see the chalk board clearly: the teacher should position the chalk board so that every one may see and should enlarge his handwriting while information is being written down.

Source

School administration.

Magnetic boards

Types

General, blank-surfaced magnetic board; magnetic board designed for a specific sport or sports (soccer, football, basketball).

Values

To teach and coach team plays, positioning, teamwork, and strategy in an interesting and valuable manner. The magnetic playing board, with its disks representing team players, is an exciting tool from which students, boys and girls alike, may learn a great deal.

Problems

Planning the physical education budget to include the initial expense of this item: magnetic boards may be purchased at prices ranging from \$19.00 to over \$50.00, depending upon the type and quality of the product. Some of them serve dual purposes, having magnetized fields back to back for use in two sports. The lasting value of these boards, in addition to the fact that both the boys' department and the girls' may use them, compensates for the initial cost.

Sources

Jacoda Mfg. Co., Dept. HP, 5449 Hunter St., Philadelphia 31, Pa.

The Program Aids Co., Inc., 550 5th Ave., New York 36, N. Y.

READING MATERIALS*

Textbook

Physical Education for High School Students, Washington, D. C., 1955, The American Association for Health, Physical Education, and Recreation.

Values

To provide information about fitness, a career in physical education, and twenty-two different sports. This is an attractively illustrated book and makes very interesting reading for the high school student. The textbook is both informative and motivating and an excellent method of supplementing learning in the class program.

Articles

Types

Research; informational; historical; educational; supplementary materials.

Values

To provide interesting background material and enrichment studies: special reports may be given to the class for make-up assignments, general homework, or voluntary study. Outside reading such as this is an excellent method of increasing the scope of learning in physical education.

*See Appendix for many more reading sources.

Problems

Keeping a record of assignments. Keeping track of materials: teachers should keep a file on materials and of the students to whom these are loaned, and they should instill a sense of responsibility in students who are borrowing these personal belongings.

Sources

Journal of Health, Physical Education,
and Recreation
Research Quarterly
Athletic Journal
Scholastic Coach

Coach and Athlete
Today's Health
The Physical Educator
Sports rule books and digests
Journal of School Health

Booklets or pamphlets

Types

Informational; educational; supplementary information.

Values

To provide information about health, safety, life adjustment, and related areas.

Problems

Obtaining copies of these materials: the teacher must take time to send for the supplementary pamphlets and booklets as soon as they are advertised.

Sources

The Athletic Institute, Merchandise Mart, Room 805, Chicago 54, Ill.
Science Research Associates, Chicago, Ill.

Metropolitan Life Insurance Co., 1 Madison Ave., New York City, N. Y.

American Association for Health, Physical Education, and Recreation, 1201 16th St., N.W., Washington 6, D. C.

OUTSIDE RESOURCES

Professional personnel

Types

Professional athletes; directors of affiliated organizations.

Values

To provide an interesting incentive to the students by having a visiting professional demonstrate, teach, or discuss a sport or related experience.

Problems

Planning very carefully for the class when visiting personnel are present: the teacher remains responsible for the students and must see that activities are carried out safely. Pre-planning with the guest will help the teacher to prepare the students for the class session and to organize them for most effective use of the guest's time.

Sources

The community; professional organizations.

Community activities

Types

Recreational activities; PTA-sponsored special events and programs; benefit athletic demonstrations.

Values

To promote good public relations with the community and to provide additional activities for student participation.

Problems

Finding time to help in organizing these community activities: whenever possible, however, the teacher should assist community leaders to make sure that educational and health standards are met for participating students.

Source

The community.

Clinics

Types

Sports clinics; refereeing and officiating clinics; special demonstrations by visiting groups or professional organizations.

Values

To provide additional and valuable learning experiences to students attending these clinics, either as participants or as observers. Taking an honor team, a leaders' club, or an entire class to a special program of this type offers knowledges and appreciations which they never forget because of the specialized nature of the teaching.

Problems

Organizing visitations to special clinics: the teacher must arrange for transportation, parental permission, and supervision of the students. In many schools definite procedures for taking students on trips are established, and the teacher should follow these.

Sources

Community organizations; professional associations; college groups.

SOURCES OF SUPPLIES

Major sources of gym suits, equipment, awards and trophies, and teaching aids are listed here for reference.

Gym suits

Aldrich & Aldrich, 1859 Milwaukee Ave., Chicago 47, Ill.

Tom Broderick Co., 2400 Broadway, Parsons, Kans. 1727 S. Brand Blvd., Glendale 4, Calif.

Champion Knitwear Co., Inc., Box 850, Rochester 3, N. Y.

Cheerleaders Supply Co., Ltd., Box 30175, Dallas 30, Texas (cheerleaders' supplies).

Collegiate Specialty Co., 427 River St., Troy, N. Y. (sportswear).

T. S. Denison & Co., 321 5th Ave. S., Minneapolis, Minn. (cheerleaders' supplies).

Educator Sportswear Co., Dept. F, Box 234, Philadelphia 5, Pa. (leotards).

E. R. Moore Co., 932 Dakin St., Chicago 13, Ill.

Gym Togs, Franklin, Ind.

Max Goodman & Son, 40 East 12th Street, New York, N. Y.

National Sports Co., 331 N. Marquette St., Fond du Lac, Wis. (gym suits and cheerleaders' supplies).

Robert Rollins Blazers, Inc., 832 Broadway, New York 3, N. Y. (blazers).

Roberts Publishing Co., Box 206, Waseca, Minn. (cheerleaders' supplies).

Athletic equipment

A. G. Spalding & Brothers:

161 6th Ave., New York 13, N. Y.

Meadow St., Chicopee, Mass.

401 N. Broad St., Philadelphia 8, Pa.

2150 Wisconsin Ave., N.W., Washington 7, D. C.

675 W. Whitehall St., S.W., Atlanta, Ga.

12415 N.E. 13th Ave., North Miami 61, Fla.

4850 N. Harlem Ave., Chicago 31, Ill.

3785 Lee Road, Cleveland 28, Ohio.

4401 W. Thirteen Mile Rd., Royal Oak, Mich.

1505 Hi-Line Dr., Dallas 7, Texas.

1147 S. Hope St., Los Angeles 15, Calif.

223 Westlake Ave., N., Seattle 9, Wash.

American Athletic & Educational Supply Co., 13609 Normandie, Gardena, Calif.

The General Tire and Rubber Co., Pennsylvania Athletic Products Div., Akron, Ohio.

Hillerich & Bradsby Co., Inc. (Louisville Sluggers), Louisville, Ky.

Lowe & Campbell Athletic Goods (division of Wilson Sporting Goods Co.)

Kansas City

Chicago

Charlotte

Des Moines

| | | | |
|--------------|----------|----------------|-----------|
| Minneapolis | Dallas | Cincinnati | St. Louis |
| Pittsburgh | Denver | Cleveland | St. Paul |
| Washington | Detroit | Salt Lake City | |
| Philadelphia | Syracuse | Nashville | |

Fred Medart Products, Inc., 3544 De Kalb St., St. Louis 18, Mo.

The MacGregor Co., Cincinnati 32, Ohio.

Nissen Trampoline Co., 200 A Ave., N.W., Cedar Rapids, Iowa.

Premier Athletic Products Corporation, River Vale, N. J.

Rawlings:

| | | |
|-----------|-------------|---------|
| St. Louis | Los Angeles | Chicago |
| New York | Dallas | |

W. J. Voit Rubber Corporation:

45 W. 18th St., New York 11, N. Y.

315 E. Grand Ave., Chicago 11, Ill.

2945 E. 12th St., Los Angeles 23, Calif.

Wolverine Sport Supply, 303½ South Main St., Ann Arbor, Mich.

Awards and trophies

Award Emblem Mfg. Co., 3435 W. 51st St., Chicago 32, Ill.

Decorative Poster Co., Norwood Sta., Cincinnati, Ohio.

Dodge, Inc.:

| | | | |
|----------|---------------|--------|-------|
| Chicago | Los Angeles | Newark | Miami |
| New York | San Francisco | Dallas | |

Economy Cap Works, 2833 N. Dawson Ave., Chicago 18, Ill.

Felt Crafters, Plaistow, N. H.

National Schoolcrafters, 396 Broadway, New York 13, N. Y.

Neff Athletic Lettering Co., Greenville, Ohio.

Nixon Co., Indian Orchard, Mass.

F. H. Noble & Co., 559 W. 59th St., Chicago 21, Ill.

Teaching aids

Easy Post, Heyworth, Ill.

Joseph Kripner, 1709 W. 83rd St., Chicago 20, Ill.

Paine Publishing Co., 32-36 N. Jefferson St., Dayton 1, Ohio.

The Program Aids Co., Inc., 550 5th Ave., New York 36, N. Y.

POINTS TO REMEMBER

1. There are many types of audio-visual aids and teaching materials which are valuable supplements to the program.
2. Presentation of materials should be made following careful selection and evaluation according to principles.
3. There are many valuable sources for teaching found within the school community which should be utilized.
4. Commercial companies manufacture different types of charts, booklets, and pamphlets which are valuable sources for teaching.
5. Students may be greatly stimulated and motivated through the use of outside resources, and the teacher should take advantage of every opportunity of this type.

PROBLEMS TO THINK THROUGH

1. To what extent should audio-visual aids be utilized within a single sports unit?
2. Approximately what percentage of the physical education instructional budget should be allotted to resource materials?
3. Should the physical education teacher order gym suits directly from the manufacturer, or ask a retail store within the school community to handle this order? Why?

4. To what extent should homework assignments in physical education be reading from available materials as compared to active physical exercise assignments?
5. What are the reasons for and against using phonograph records belonging personally to a member of the class.

CASE STUDY FOR ANALYSIS

A new teacher joins the staff of a large high school and finds that, while the physical education budget is more than adequate, no moneys are allocated to outside resources and materials for teaching. The department is of the opinion that the money is better spent elsewhere. How would this teacher try to bring about a change of philosophy? With what materials would he or she start? What would the ultimate goals be?

EXERCISES FOR REVIEW

1. Preview a selected film or slidefilm on a particular sport and evaluate its usefulness in terms of grade level, information provided, and so forth.
2. Review a recent edition of a journal or sports magazine and select articles which would be of value to students.
3. Order a catalogue from one of the listed manufacturers of awards and trophies and select those items which would be suitable for intramural, interscholastic, and fitness programs.
4. Prepare a file or index of popular records which would be valuable for a rhythm or modern dance unit.
5. List the advantages and disadvantages of taking a small, select group of students to observe a special demonstration of gymnastics.
6. List the benefits, if any, of a pupil-made bulletin board in comparison to one made by the teacher.

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2. Burton, William H.: *The Guidance of Learning Activities*, ed. 2, New York, 1952, Appleton-Century-Crofts, Inc.

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- McKown, Harry C., and Roberts, Alvin B.: *Audio-Visual Aids to Instruction*, New York, 1949, McGraw-Hill Book Co., Inc.
- National Association of Secondary-School Principals: *Health, Physical Education, and Recreation in the Secondary School*, Washington, D. C., May, 1960, The Association.

Part Six

Problems faced by the beginning teacher



*(Lincoln High School, Yonkers, N. Y.
United Press International Photo.)*

Personal problems of the beginning teacher*

The time is rapidly approaching when you will be teaching a physical education class. Are you prepared? The usual response would probably be “yes, but.” “Yes” because you have studied hard and learned much subject matter, methods, some psychology, routines, and skills. And “but” because you still are uncertain of what lies ahead and what problems you will meet for which you are not prepared. This chapter is intended to give the answers to many questions confronting the beginning teacher.

PROBLEMS FACING BEGINNING TEACHER

The new teacher faces many problems, which fall into two main categories: those of a general nature and those of a professional nature.

General problems

According to the Commission on Staff Relations in School Administration of the American Association of School Administrators,¹ “The more the teacher knows about the school and its policies, curriculum and community, the greater his efficiency will be . . . It is equally important to acquire a feeling of belonging . . . and to become an active participant in school affairs.”†

Feeling of belonging. Part of the adjustment to any job is developing a feeling that you belong there. This can be attained only with the assistance of the faculty with whom you as a new staff member come in contact.

The responsibility for making the new teacher acquainted with his surroundings falls first upon the administrator or department head. It is then necessary for colleagues to take up this duty. This may be done by the assignment of an experienced member of the staff to act as a guide in showing the new teacher around the building, introducing him to other staff members, explaining policies of the particular school, providing information about where to eat, the location of the restroom, and other details. This colleague should also be available to

*See also Chapter 2.

†From American Association of School Administrators: Staff Relations in School Administration, 33rd yearbook, Washington, D. C., 1955, The Association, p. 49.

answer the many questions which trouble the beginning teacher. If no specific teacher is assigned this responsibility, most colleagues will be ready and willing to help.

Knowledge of the conditions of employment. It is imperative for the new teacher to understand the numerous details, duties, and responsibilities that he or she is about to assume. This knowledge will provide a sense of security so essential for the beginner.

Once again the primary responsibility lies with the administrator, not only to answer the questions of the new teacher but also to anticipate many of them. He should provide information on the length of the school day; obligations after or before school hours; where and when to eat and relax; provisions for health insurance; specific policies regarding sick leave, tenure, sabbaticals; and other pertinent facts. Further information can be secured from colleagues or the school secretary.

Responsibilities and duties. It is also important for the new teacher to know his or her responsibilities and to have some knowledge of school policies. Preparation in this gives the new teacher the opportunity to take charge from the first minute, a situation which is so important in his or her ultimate success. It will help to know whether one is assigned to a home room and what responsibilities there are during home room periods. One should know if there are scholastic ability groups and how to distinguish one from the other. One should know the school policy regarding student decorum, personal habits, passing from class to class, cutting, and other rules and regulations. This knowledge will permit the new teacher to arrive at school the first day prepared specifically for the children who will be met and the situation in the school.

School and community. Every teacher should have a knowledge of the school—its origin, history, and traditions, as well as an understanding of the community (see Chapter 3). Information of this kind can be obtained by reading the local newspapers, visiting the area, and speaking to the placement counselor at school. Of course, teachers in the school can lend assistance.

Status. Another problem that confronts today's teacher is the professional standing of teachers in society. Although the place of educators has risen much in the last decade, the secondary school teacher is still well down the list of so-called status positions. Vance Packard, a well-known writer, includes high school teachers in his third status group, far below the position they should occupy.² This standing can be improved by maintaining a professional attitude at all times.

The importance of ample preparation and knowledge of conditions of employment cannot be overemphasized. Teachers who know and understand the conditions into which they are entering are less likely to be discouraged when they do not meet the optimum or theoretical standards that have been studied in college.

Working conditions. Unfavorable working conditions, as well as low salaries, are causing many teachers to leave the profession. These facts were reported by the National Education Association³ in a report entitled "Conditions of Work for Quality Education" and based on a questionnaire survey sent out to 7,000 of its



Fig. 72. Physical education classes may be too large. (Lincoln High School, Yonkers, N. Y.)

members. Some of the conditions most often mentioned are the following:

- Classes too large (major complaint)
- Work week too long
- Daily schedule too long
- Clerical duties excessive
- Community demands for out of school activities too heavy.

Related to these problems regarding working conditions is a study conducted by Central Michigan University in cooperation with the Bay City, Michigan, public schools, in which it was found that approximately an hour each day was spent by each classroom teacher in nonteaching, schooltime duties.⁴

Many school systems are attempting to minimize and will undoubtedly eliminate some of the unfavorable conditions in due time. The beginning teacher should not get discouraged but understand these problems and be prepared to meet them.

Professional problems

There are many other problems encountered by the new teacher, which concern the professional aspect of teaching. Some of the major ones follow.

Discipline. In a survey recently conducted by Professor L. E. Vredevoe, of the University of California at Los Angeles, poor discipline in the secondary school appeared to be the chief concern of prospective teachers. In this survey 2,835 out of 3,500 prospective teachers indicated that discipline was their main worry.

In a study conducted by the Florida Teacher Education Advisory Council, discipline was the item listed most often by principals as the area in which the beginning teacher had the most difficulty.⁵



Fig. 73. Give all pupils a feeling of belonging.

This problem may be partially alleviated by a thorough understanding of the needs of the child and his behavioral patterns. There are many techniques that will be found useful to a physical education teacher in handling groups.

1. Be firm when first meeting a group. It is easy to relax after a good relationship has been established, but it is difficult to gain control over a group that has not known discipline.

2. Maintain your poise with a noisy group. Call for silence and then wait for the order to be obeyed. If necessary, call to one or two individuals to be quiet. This will often have the desired effect on the class.

3. Use whistle only when necessary. Blow your whistle sparingly, but require attention whenever it is used.

4. Wait for silence before talking. A murmur can multiply quickly if not stopped.

5. Get to know your pupils well so you will know the best approach to each individual.

6. Maintain your self-control. No situation should be allowed to deteriorate into a personal duel with the children.

7. Give all pupils a feeling of belonging. Show the boys and girls that they are all part of the group and will receive your interest and attention.

8. Be liberal in praise. Every child wants to be praised by the teacher. The teacher should recognize accomplishment and praise students whenever possible.

9. Be friendly and relaxed. The atmosphere that the teacher establishes in class will be quickly copied by the pupils.

10. Be sympathetic. Show an awareness of the difficulty of the stunt or skill and encourage the child to continue.

Understanding children. Another major source of difficulty listed in the Florida study is the teacher's lack of understanding of the child. This means a lack of knowledge of the stages of growth and, therefore, of what to expect at each age level. This problem can be eased only by a thorough study and understanding of the physical, mental, social, emotional, and psychological characteristics of children, fortified by experience.

Routines and class management. This problem was listed in the Florida study, in the previously mentioned National Education Association report, and in the Bay City, Michigan, study. It would appear in any survey, because it is presented to administrators almost daily by teachers, new and old.

The Bay City experiment regarding teacher aides, who handle the nonteaching school duties as well as assist the classroom teacher, may offer relief to some communities at the elementary level. Their study in the secondary school may be of value on this level as well.⁶ For means of properly organizing and minimizing these routines, see Chapter 13.

The overeager teacher. There is also the problem of the new and overeager physical education teacher who cannot wait to get his or her class to work. This teacher often omits or minimizes the orientation periods. This is when the pattern is set for the year and a poor beginning can cause difficulties. This is a problem that can be avoided by consulting the experienced teacher who will know the



(United Press International Photo.)

Fig. 74. The physical educator is often required to take charge of planning festive occasions as an extra assignment. (Lincoln High School, Yonkers, N. Y.)

myriad details that must be discussed before work actually begins. These include issuing lockers, uniform requirements, roll taking, policy regarding excuses, outline of the program, and grading system. Be sure to seek help before the first day.

Interpreting physical education and being a professional physical educator. Another major task of the physical education department is interpreting the program when administrative or public enthusiasm is lacking or any time there is an opportunity to help anyone better understand the goals and values of the profession. This is a never-ending process and is discussed in detail elsewhere in the book (Chapter 10). This includes the importance of intramural and interscholastic activities as well as the adapted and class programs. If any one of these parts is missing on the secondary level, children are being deprived of part of their complete education. It is the responsibility of the physical educator to do everything possible to make such a comprehensive program a fact in every school. To do so, the physical educator must be a professional in the full sense of the word. Sauter⁷ lists seven points as a guide for developing professionally minded people in our field:

Join your local and national professional organization.

Recruit good, new personnel for our profession.

Do graduate work in physical education.

Do research work in physical education.

Be a good teacher.

Know the leaders and the literature in the field.

Be a good public relations person for physical education.*

Extra school assignments. In a survey recently conducted to ascertain those things that induce most strain on teachers, the number-one problem of secondary school teachers proved to be the extra duties required in the school day.¹ This problem is often greater for the physical educator. It is not uncommon for the physical educator to be assigned to supervise a lunchroom period, to keep an eye on the entrance or exit where the crowds are greatest, to handle traffic at school functions, to manage school dances, and to cover academic classes. Too often the number and the type of assignments place an unfair burden upon the teacher, sometimes to such a degree that they interfere with his or her primary responsibility as a physical education teacher. It is important, of course, to perform all duties to the best of your ability. It is also reasonable to point out to your administrator those instances where specific assignments affect your teaching, infringe upon hours that you would otherwise put to professional use, or take an unfair amount of your free time.

Relationship with other members of the department. Another problem that besets every new teacher is acceptance by the other members of the department. It is important for the new teacher to understand that the experienced instructors have amassed practical knowledge in addition to their formal training, which puts them well ahead of teachers just out of college. There are many techniques that can be learned from colleagues. Watch them closely and select the ones that can be of value.

The new teacher should try to follow accepted procedures and systems, fitting

*From Sauter, Waldo: *Be a Professional Physical Educator*, Journal of Health, Physical Education, and Recreation 29: 23, Dec., 1958.

into the existing pattern as much as possible. Being willing to work, anxious to learn, and able to get along enhances the possibility of quick acceptance by colleagues.

Another aspect of this problem is the distribution of the work load. There is the question of whether the new teacher should carry a heavier or lighter load than the other teachers and do more or less committee work at first.

The new teacher should willingly accept assignments of teaching and non-teaching duties, but he should feel free to ask questions when there is some phase of the program or duties that is not clear. New teachers often run into difficulty because they are afraid to ask questions. They think this would indicate ignorance and instead of seeking the answers they blunder ahead, making mistakes and intensifying problems.

Each teacher is primarily responsible for his or her own preparation for the job. There is also the responsibility of the administrator, however, to help prepare the new teacher for the experiences to be encountered. Some steps that administrators can take which, in the opinion of their Association,¹ would benefit a beginning teacher include those listed below:

- Providing all the necessary pertinent information.
- Establishing workshops for new teachers.
- Assigning an advisor for each new teacher.
- Holding seminars for new teachers.
- Having new teachers observe excellent teaching.
- Demonstrating teaching techniques to improve skills.*

PROBLEMS FACING THE NEW MALE PHYSICAL EDUCATION TEACHER

The problems previously mentioned will face all new teachers to some degree. This next section will apply to the new male physical education teacher.

Stigma of the athlete

There is sometimes a stigma attached to the athlete, who is considered by many to be only a "muscle man." When this concept is applied to the physical education teacher the effect is to separate him from other teachers, who are considered educators. It is of prime importance to break down this stereotyped thinking. This is necessary because the job of the physical educator is more than just building muscles and winning games. It is only when administrators, colleagues, and the public understand this that physical education will be given the time and tools necessary to accomplish its purpose.

First and foremost, you should be an educator. Look at the child as an entity and be conscious of all aspects—not only the physical. The fact that you do so should be apparent in all thinking and actions. The teacher who is interested only in the physical capabilities of the student is not a true educator. Although your work deals more with the physical than does the work of other teachers, this

*From The Commission on Staff Relations in School Administration, American Association of School Administrators: Staff Relations in School Administration, 33rd yearbook, Washington, D. C., February, 1955, pp. 49-51.

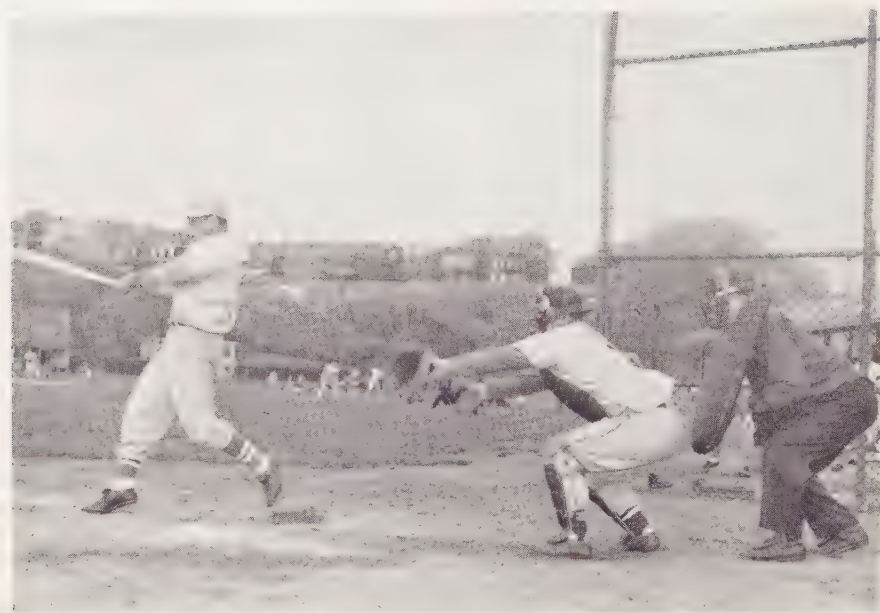


Fig. 75. Stigma of the athlete. (Lincoln High School, Yonkers, N. Y.)

is merely a means to an end. The end must be the education of the total child.

Your dress and manner will also help to support or disprove the element of general stereotype. The working uniform should be restricted to the gymnasium. Of course, you are not expected to change clothes every time you leave the gymnasium for a few minutes, but you should be properly attired for every school function whether it is an assembly, a faculty meeting, conference, or just going home.

Emphasis on interscholastic athletics

The pressures involved in interscholastic sports, such as the emphasis in local newspapers and radio and the high spirits engendered to support the teams, put undue stress on this phase of the physical education program. The interscholastic program should be professionally conducted, as should all parts of the program. It is doubly important, because of public attention, to set the proper tone in athletics. The coach who puts a winning team above all else—who tries to pressure teachers to keep boys eligible, who teaches how to win at any cost, who is rude to officials, who is not completely honest, who closes his eyes to improper conduct—this man is a discredit to the school as a whole but even more so to the physical education department. There are many valuable aspects to interscholastic competition that should be publicized—such as teamwork, the degree of skills learned, sportsmanship, respect for abilities, and greater understanding of the value and place of sports in our society. We must not allow these values to be undermined by a few misguided individuals in our profession.

The teacher's actions regarding this facet of the physical education program will have much to do with the respect elicited from colleagues and the public.

PROBLEMS FACING THE NEW FEMALE PHYSICAL EDUCATION TEACHER

The problems that face a new female physical education teacher are similar to those faced by her male counterpart but there are certain areas which are unique.

Problems with the men's department

This topic basically deals with the place of the women's program in the total school physical education offerings.

Sharing facilities, equipment, and space. Unfortunately, difficulties in this matter exist in both large and small school systems and occur far more frequently than the profession likes to admit. The new teacher must therefore be prepared to handle them in whatever type of situation she accepts.

Too often the women's department is asked to subjugate itself to the varsity interscholastic program. It may be that a separate gymnasium or field is not available for a girls' intramural program or that, because of the varsity schedule, the area is free only during the late afternoon hours or just once a week. The equipment shared by both departments may also be divided unequitably. Finally, the budgetary allotments may be proportioned in such a way that the men's department gets the lion's share and the women a bare minimum. The underlying causes may be the following.

1. There may be little administrative enthusiasm for the girls' program. Remedying such a situation may take a long time and the new teacher must work slowly and patiently to build up a more favorable administrative attitude. It may



Fig. 76. There may be little administrative enthusiasm for the girls' program.

be that a solution can be reached by gaining the cooperation of the men's department and thereby equalizing the program. An effort should also be made to build up student and community interest in the girls' program. When this interest is once aroused it will be possible to convince the administrator of the importance and value of this program, recognizing that the men's program should not suffer to accomplish the needed changes. Always emphasize the positive aspect of improving the women's program. New teachers should be sure to remember that criticizing another department does not foster respect for their own work. By using the positive approach better results can usually be obtained.

2. Lack of understanding by the men's department may be apparent. Once again it is necessary to organize the best possible program and stimulate interest among the girls. Approaching the men's department with an obvious understanding of their problems regarding time, space, practice, and other needs but with some realistic suggestion should enable you to set up a schedule that can take care of all groups that need the gymnasium. It may mean starting with less time than you might prefer, but once the interest shows itself, it will be easier to convince anyone of the value of such a program.

Unequal pay. Male physical education teachers frequently receive extra pay for extra coaching duties, but the time spent by women with the girls' intramural and interscholastic programs often remains unrecognized. This unfair practice should, if possible, be discovered and considered before you accept a teaching position. It is unlikely that a rapid change in this policy will take place. When an unequal pay scale exists, the female physical education instructor—together with other teachers in the school who devote extra work to the band or the orchestra, dramatic group, newspaper, etc.—should strive for equal compensation.

Stigma of the "girls' coach"

The female teacher in a physical education department may be thought of as "tough" or "tomboyish" by some students, teachers, or other members of the community. It is an old-fashioned attitude toward the nature of the work which promotes this feeling. In a large department where there are many instructors, differences in personalities are apparent. But when there is only one teacher, it is more difficult to avoid such labeling. If her program of physical education is to have appeal, characteristics of femininity should be fostered, since secondary school girls are interested in developing their feminine charms and their skills—not their muscles. The teacher should symbolize grace, poise, and femininity along with fine coordination and body control so that such traits can be thought of as attributes of physical abilities. This should be apparent in the personal appearance of the teacher, her attitude toward her work, and the appearance of her office and the locker room. Setting a feminine example attracts interest in students who might otherwise be lost to the program.

Personal problems

A few words should be said about the personal life of the female teacher, which may affect her productivity at school. Personal problems should remain at home and should not be allowed to interfere with concentration at school. However,

the problems of woman are sometimes so all-important that it is difficult to keep them within limits.

For the married teacher the major problem is usually a lack of time to devote to the home. Physical education requires such long hours that home life may be neglected. Good planning and organization, in the home as well as at school, may relieve this situation.

For the unmarried teacher either too much socializing in the evening or too much fretting about the accompanying problems may interfere with her work at school. The teacher who really enjoys her work, however, finds that self-preoccupation disappears as soon as the morning bell sounds, and that the problems of the children replace her own.

Not all of the problems presented here will be faced by the new female teacher, but some of them will be present—or others of a similar nature. The teacher who keeps in mind the basic premises, getting along with others and doing the best she is able, should encounter little difficulty.

A FORMULA FOR SUCCESS

H. Harrison Clarke⁸ has worked out a formula for success, about which every physical education teacher should do some thinking:

$$P S = (I.P) (3PI + 2HW + PB) (CP)^n$$

P S is for professional success,

I is for intelligence

P is for preparation

P I is for personal integrity

H W is for hard work

P B is for professional breaks

C P is for careful planning.*

An understanding of the ingredients of this formula will do much to minimize the problems that a new teacher might encounter.

POINTS TO REMEMBER

1. Many potential problems can be avoided by investigating before you accept a position.
2. Your major professional problem will probably be discipline.
3. Some of your problems will not be personal but will be directed to you as a member of the physical education department.
4. There must be coordination between the male and female physical education departments.
5. As a member of the physical education department, you must be an educator first.

PROBLEMS TO THINK THROUGH

1. Why is the problem of acceptance of great importance to any beginning teacher?
2. How can one best prepare for the first day of teaching?
3. What do you anticipate as your greatest problem upon entering the teaching profession? Why?

*From Clarke, H. Harrison: A Formula of Success for the Professional Student, *Journal of Health, Physical Education, and Recreation* 25: 35, Dec., 1954.

4. How should facilities and equipment be shared between the boys' and girls' departments?
5. How can the status of secondary school teachers be improved?
6. What problems might beset a new physical education teacher who is alone in the department?

CASE STUDY FOR ANALYSIS

Unfavorable working conditions, as well as low salaries, are causing many teachers to leave the profession. Some of these conditions are the size of classes, the length of the daily schedule and work week, the excessive clerical duties and afterschool obligations. Determine the degree to which these conditions prevail in a school system of your choice. Analyze factors that contribute to these conditions. How may the beginning teacher help to combat this problem?

EXERCISES FOR REVIEW

1. What are some techniques that are beneficial in working with large groups?
2. What school duties may be assigned to a beginning teacher?
3. Why is the orientation period important for good teaching?
4. Of what value are interscholastic activities to the student and the school?
5. How can the female physical education teacher avoid being labeled as the "girls' coach"?

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Administrative problems facing the beginning teacher*

No business or school can operate without a structure, rules, policies, and procedures. It is the responsibility of the administration to establish effective procedures and wise policies. Most administrators will use the help of their staff members in this function. These established routines will have a bearing on physical education classes as they affect such factors as size of class, homogeneity, length of periods, number of physical education periods, teaching stations, facilities and equipment, and the physical education staff. These administrative details will be discussed, indicating typical situations and means of improving these situations in the hope of more nearly attaining an ideal program.

PHYSICAL PLANT

It is important that the beginning teacher know what a good physical education plant should contain in the way of standard equipment, adequate locker areas, and offices, including size requirements. This knowledge will be of help, especially if the plant is to be remodeled or enlarged or a new school is to be built. It is the responsibility of the physical educator to be able to work with the architects to make economical and sound suggestions. It is also important for the physical educator to know what is wrong with the existing plant so that he or she may take the necessary precautions when planning a program. A number of good sources for information regarding the physical plant may be found in the list of selected readings at the end of the chapter.

Gymnasiums and auxiliary facilities

The type, size and number of gymnasiums should be decided by the number of participating individuals, the variety of activities to be conducted, the number of desired teaching stations, official court sizes, spectators, and the need for enjoyable and safe activity participation. It is preferable for a gymnasium to be in a separate wing in the school building in order to minimize the possible disturbance to other

*See also Chapter 2.



Fig. 77. The beginning teacher should know what equipment a good physical education plant should contain.

classrooms, as well as to make the gymnasium readily available for afterschool use without the necessity of opening the entire building.

Below are listed some facility problems, with suggestions for alleviating the difficulties.

Problem

One small gymnasium available for use by both boys and girls.

Solution

One solution would be to alternate weeks in the gymnasium, one week for the boys and the next for the girls. During the spring and fall this would not present a great handicap because one group can be out-of-doors. During the winter months, it would be advantageous to have coeducational classes once or twice weekly. The remaining days of each week can be spent in a classroom—discussing the rules, techniques, and strategy of sports; the value of physical education and physical fitness; leisure-time activities; and health instruction. It might also be possible to use some other indoor area for physical education when the gymnasium is not available.

Scheduling the physical education classes under such conditions presents problems. The number of students, physical education classes per week, length of periods, and activities to be taught must all be considered in arriving at the best solution. It may be possible to schedule classes in such a way that when the boys of a class are taking physical education the girls are assigned to home economics, typing, or some other class program and that when the girls are scheduled for physical education the boys are assigned to shop, mechanical drawing, etc. This again would depend upon the school, number of pupils, and scheduling difficulties.

Problem

No gymnasium available.

Solution

In the event that no gymnasium is available, there is no great problem as long as the weather is fair. Classes may be held out-of-doors. When bad weather comes and one must move indoors, classroom periods might be used for discussions as mentioned above. There are also some other areas that can be used for physical activity.

All-purpose room (or large uncluttered area). This is a room usually larger than a regular classroom, with no permanent furniture, often with a regular ceiling height and often without protection for lighting fixtures. It can be used for tumbling and apparatus work, relays, games of low organization, mimetics, testing, and other limited activities. At a nominal expense, the light fixtures and windows can be screened and the room used for additional selected activities.

Classrooms. It is possible to make use of an empty classroom or two for indoor physical activity if there is no all-purpose room available. There would not be enough room for running games, but there would be sufficient space for tumbling and apparatus work, for recreational activities such as table tennis and bat-back, handball, and for some basketball where a goal-hi could be used or possibly a basket and backboard permanently installed. With some ingenuity and modification, other activities may also be conducted.

Other areas. It is also possible to practice track work in the hallways or in the basement areas.

Conclusion. It is evident that a modified physical education program can be conducted without a gymnasium. An important consideration in the use of any area is to plan for the *safe* use of the facility, limiting activities to those that can be conducted without fear of accident. In such planning, it will always be necessary to take into account the features listed below.

1. Obstructions. Make provision to have obstructions covered or establish a floor plan to avoid any activity near them. Be sure that the students are conscious of these obstructions.

2. Lighting. Secure larger bulbs or more fixtures, if needed, in order to provide sufficient light for the activity area.

3. Ventilation. Be conscious of temperature. Be sure that vents or radiators are covered or protected and that the students are made aware of them.

4. Composition of the floor. Consider those activities that would be applicable to wood, tile, or concrete floors and make selections accordingly.

Locker, shower, and drying areas

It is important that each physical education plant have adequate locker, shower, and drying rooms. Refer to the books on facilities at the end of the chapter and in the Appendix for necessary and standard requirements. A list of common errors found in service facilities has been compiled.¹

Where there are insufficient locker facilities it will be necessary to work out a plan for their most efficient use. It is possible to have students double up or to assign certain grades permanent gymnasium lockers, while the other students have lockers only during their physical education period. It may be advisable to switch at some time during the year to equalize this advantage.

Dirty, dark, unpainted, unappealing locker rooms often can be brightened,

cleaned, painted, and made more attractive either by exerting pressure on the administration or by applying some pressure on a scrubbing brush or paintbrush in the hands of members of the varsity club, frosh class, senior class, a special father-and-son group, or any interested students under the teacher's direction. Be sure to clear with the administration before attempting any such venture.

Where there is no locker room, it will be necessary to find an area that can be utilized for changing into gymnasium uniforms. This may be a vacant classroom, storage area, or lavatory. It is also possible to have the pupils wear their uniforms under their school clothes if there is no area available for changing. This should be the last resort, however, because it violates a basic use of the uniform. Students should be able to change out of sweaty or dirty clothes before returning to a classroom.

The problem of shower and drying rooms is very simple. Either there are facilities or there are not. If there are showers, it is important that they be used. If not, a dry rubdown should follow each activity period. In some cases perhaps a sponge bath might be feasible.

Special activity areas

There should be teaching stations in addition to the gymnasium—for use in conducting many physical education activities. These might include rooms for remedial or adapted activities, apparatus, weight lifting, wrestling, rhythms, squash, handball, fencing, or any other activities of particular interest. A recommended size for an auxiliary gymnasium is 40 by 60 by 24 feet.

It is possible to convert regular classrooms to use for certain of these special activities. Some of these rooms would need special equipment—such as ladders, bars, ropes, pulley weights, or mats, for example—for one to properly conduct the activities. Physical needs will be dependent upon the interests, abilities, and desires of the students, as well as upon the comprehensiveness of the program, the available staff, and the accessible rooms.

Outdoor areas

When planning outdoor facilities, it is highly desirable to have them located convenient to the gymnasiums and locker areas and also to have them available for year-round use by the community.

The size of outdoor areas will vary from 10 to 40 acres. On the junior high school level the facilities should be adequate for a girls' program of archery, volleyball, tennis, and hockey and a boys' program of soccer, touch football, baseball, speedball, softball, golf, and track. The senior high school field should also allow for field hockey, lacrosse, football, and baseball, as well as ample space for other activities in the regular physical education class.

When a school playground is not available, it is still possible to have outdoor activities. Some schools may be in the vicinity of a park or recreational play area which would be satisfactory. It may be necessary to have double periods of physical education, to allow time for travel to and from this area. It will be necessary to clear through the school administration and the park or recreation departments for the use of such space. Another alternate site might be the school parking area.



Fig. 78. Outdoor play areas should be convenient to gymnasiums and locker areas. (Lincoln High School, Yonkers, N. Y.)

It is possible that lines could be painted on asphalt and that cars would be limited to a certain section in order to allow room for the physical activities. It may also be possible to use the school's grassed areas. As a last resort it may be necessary to use the street adjacent to the building. In such a case it would be essential to have the street closed, at least during school hours. No physical education class should be limited to indoor classes all year long.

A good physical plant can help in developing a good physical education program. A poor plant, however, does not mean that there will necessarily be a poor program. In most cases it will be as good as the physical education teacher and the school administration want it to be.

BUDGET

In every school system, equipment and supplies are purchased each year for use in the schools. There are many things a teacher can do to secure the proper supplies and/or equipment needed for the program.

There are generally two sources of money for physical education items: (1) the board of education and (2) organizations within the school.*

An allocation from the board of education may consist of money which is allotted directly to the physical education department, or it may be given to the principal to divide among all the departments in the school. The general procedure in using this money is for the teacher to requisition the needed items, obtain the principal's approval, and send the requisition to a central purchasing agent for processing and purchase. This centralizes the purchasing power and often brings increased value for each dollar spent.

There is frequently some sort of athletic association and/or other student organization that handles the proceeds from the sale of school General Organization memberships, athletic contests, dramatic or music presentations, school store, and

*See also Chapter 4.

other fund-raising affairs or activities. This money is used to support many of the school activities, as well as for the purchase of special supplies or equipment. It is a source of funds for items that the central purchasing agent may not approve for payment out of tax money, as well as for special items that must be obtained quickly. The faculty advisor can explain the procedure for your school.

If the necessary funds are not available through these channels there are still other means of obtaining equipment and supplies. The ingenuity of physical education teachers and pupils working together with the cooperation of other teachers and the school administration can solve many problems.

A small list of items that can be constructed at little or no expense in the shops or the backyard includes the following: starting blocks, hurdles, vaulting standards, crossbars, backboards, batons, chinning bars, a form of parallel bars, mat trucks, sideline markers, yardline sticks, goal flags, charging sled, football dummies, and others. It is also possible to call upon the home economics department to sew and clean uniforms and upon the art department for publicity purposes. Special fund-raising drives can be organized, with the proceeds earmarked for specific needs. These might include a cake sale, a white elephant sale, or a dance.

SCHEDULING

The importance of proper scheduling cannot be overemphasized. A school that schedules physical education classes in a manner to meet the needs and interests of the students will usually have a good program.

Scheduling should be done according to a plan. The plan for scheduling should be based upon (1) the number of students taking the course, (2) the number of teachers available to teach the course, and (3) the number of rooms or teaching stations available. This plan should provide for early scheduling of physical education.

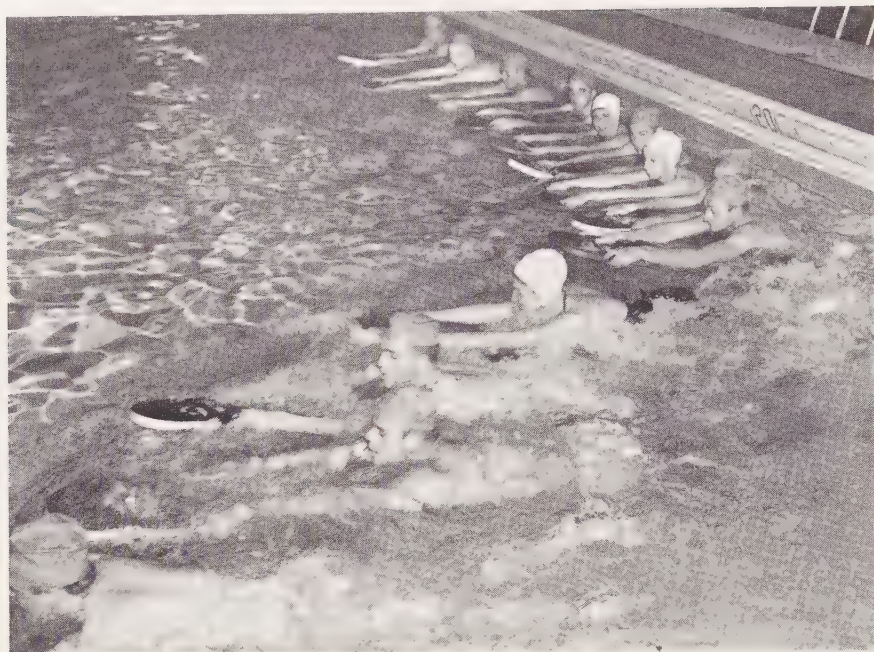
Since English, history, the sciences, mathematics, and physical education are required of all students, it seems logical to assume that these subjects should usually be scheduled first. Physical education and science laboratory periods should also be given particular consideration because there are usually fewer physical education teaching stations and science laboratories available than rooms for other subjects. If a sound progression in physical education is to be maintained, it is important that class size be approximately the same and that homogeneity by grade be a minimum prerequisite to scheduling. The physical educator should inform the administration of these sound reasons that make it important to give physical education early attention in setting up the school program.

In scheduling for physical education, every student should be included. This, of course, is based on the premise that the responsibility of the physical education department to adapt the program for the atypical child will be carried out.

GROUPING

When considering how to group pupils for physical education, there are many problems that must be thought through before a decision is reached.

It is widely accepted that classes should be homogeneous. In physical education the real question is "homogeneous in what?" Different groupings can be made,



(Platnick's Photo Service, Hempstead, L. I.)

Fig. 79. Students should be grouped as homogeneously as possible for physical education classes.

depending upon which criteria are used: grade, sex, age, health, physical fitness, ability, motor capacity, speed, strength, endurance, or interests, for example. The American Association for Health, Physical Education, and Recreation² points out that the need for grouping students homogeneously has long been recognized, but the inability to scientifically measure such important factors as ability, maturity, interest, and capacity has been a deterrent to accomplishing this goal. They state that the most common procedure for grouping today is by grade or class.

The ideal grouping organization would take into consideration all the factors that affect performance—intelligence, capacity, ability, interest, knowledge, age, height, weight, etc. It is not administratively possible, however, to utilize all these factors at the present time.

Some form of grouping is essential to provide the type of program that will promote educational objectives and protect the student.

On the secondary level the most feasible procedure appears to be to schedule classes by grade and then to organize subgroups within the regular physical education class. Classification within the physical education class can be based on such factors as age, height, intelligence, interest, motor ability, and motor capacity.

SIZE OF CLASSES

The size of physical education classes will vary greatly from school to school. This may also be true within any one school. The number of pupils in each class has implications for the effectiveness of any teacher.

Criteria to determine class size

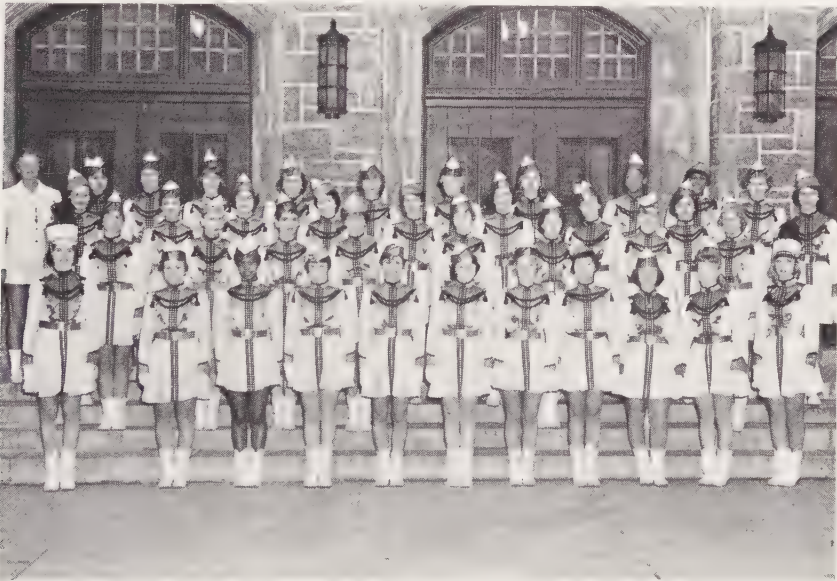
When considering the proper size of classes, it is essential to consider the number of teaching stations, the supplies and equipment, and the size of the area, as well as the number of available teachers.

Many of the same principles that are applicable in an English room also apply in the gymnasium. Obviously, the effectiveness of the English and the physical education teacher will be seriously hampered if there is an excess of pupils. Individual attention is limited and many children must “sink or swim” on their own. Organization of a large class takes more time, discipline may be a greater problem, and the administrative structure of the class must be more formal. There is less opportunity to help meet the individual interests and needs of the children.

In recommending proper class size to an administrator, the American Association for Health, Physical Education, and Recreation suggests that the number of pupils in a class should not exceed 35.² LaPorte’s committee also suggests 35 as a suitable size for activity classes—and not more than 45. This group also recommends that the size of remedial and corrective classes should be 20 to 25 and never exceed 30.³

What to do with large classes

On the senior high school level, the problem of scheduling is a difficult one because students have individual programs. Each program is made to suit the individual child’s needs. In the junior high school, it is usually a simpler process because of the block system whereby a class is scheduled as a unit and goes to different teachers as a unit.



(Joseph L. Cardillo, White Plains.)

Fig. 80. Student leaders may assist the physical education teacher with large classes—a group of potential student leaders. (White Plains High School, White Plains, N. Y.)

One technique that can be utilized in handling large classes is the use of student leaders. The effective use of trained pupils to assist in the management and organization of large classes can prove helpful. The students may be trained in a leaders' club that meets during a regular club period, after school, or both. With the assistance of these students it will be possible to institute an active squad work program. It will also be possible for the teacher to work with selected groups while the others are busy under the direction of their leaders. The responsibility for the class, however, always rests with the teacher. It is important for the teacher to oversee all activities, even though he or she may spend a major part of a class period with a particular group or groups.

TIME

Standards for time allotment vary. In a survey of state requirements, the differences ranged from no specific time requirements for physical education, in some states, to minimum daily requirements. Recently, more educators and administrators have realized the importance of a minimum daily period of physical education and more schools are starting to meet this basic requirement.

The amount of time spent on physical education is dependent upon the length of the regular period in the school, which may vary from about 30 to 60 minutes. When figuring the amount of physical education that a student receives, the time needed for dressing and showering should be taken into consideration. For boys, this would be approximately 5 to 7 minutes at the beginning of a period and about 7 to 13 minutes at the end of the period. It is usually necessary to add a few extra minutes for girls, particularly if hair must be dried. This means that there may be as little as 15 to 20 minutes of actual activity on the gymnasium floor. In some situations, it would be advisable to have two double periods weekly rather than five single periods. Considering a basic 45-minute period, the school that schedules five daily periods of physical education weekly might total as little as 125 minutes of physical activity per week. In the same school, by using two double periods each week, it is possible to have 150 minutes of physical activity while allowing the same amount of time for showering and dressing.

The time advantage that can be achieved by double periods should be considered, even though the thinking of most educators is for a continuity that can be achieved only through a daily period of physical education. Another consideration is the status that is achieved when physical education is scheduled on the same basis as English, the sciences, history, and mathematics. It is important that the physical educator analyze the situation in his own school and recommend that policy that will best meet his particular situation.

The New York State Fitness Conference recommended that provision should be made in all schools for daily instruction in vigorous physical activities and that this instruction should provide at least 225 minutes of physical activity (per week) at the secondary level.⁴

LEGAL LIABILITY

A high school student recently was awarded over \$200,000, alleging that he had been paralyzed as a result of negligence after an injury in a football game.

With the growth in physical education programs throughout the country, there has been a resultant increase in the problems involving legal liability. The very nature of physical activity involves a certain amount of risk and hazard and, for their own welfare, the teachers must be aware of their responsibility and liability for any accident.

Defining the liability

A teacher's liability is "tort" liability; that is, it is "liability for personal or property injuries caused through the defendant's negligence. . . . Any tort action involves proof of four elements: that the defendant owed a duty to avoid unreasonable risk to others, that the defendant failed to observe that duty, that the failure to observe that duty caused the damage which occurred, and that damage in fact occurred to plaintiff"⁵*

Negligence. Negligence can be defined as something that a reasonable person would not do or the failure to do something that a reasonable person would do. There can be no legal liability unless there is negligence. Negligence must be shown. If one did not foresee a danger of accident as a reasonably prudent person should, there is negligence. Another condition demands an unfulfilled duty toward the injured person. Every teacher has such a duty because he or she is acting *in loco parentis* (in place of a parent).

Following are types of conduct† which create negligent acts:

1. Appropriate care is not used by the teacher. Example: An instructor who permitted a student to use the trampoline without stationing spotters.
2. The circumstances under which the activity is done creates risks, although it is done with due care and caution. Example: Two softball games are played on opposite ends of an area which is not large enough to permit overlapping outfielders.
3. The teacher is indulging in an act which involves an unreasonable risk of direct and immediate harm to others. Example: The physical education instructor placed a boy at a certain position to mark where the shot put landed. The instructor put the shot which hit the boy's head.
4. The teacher sets in motion a force, the continuous operation of which may be unreasonably hazardous to others. Example: A person who, without justification, frightens a horse or dog which becomes uncontrollable.
5. The teacher creates a situation which is unreasonably dangerous to others because of the likelihood of the action of a third person or inanimate forces. Example: Instructor permitted a student to ride a bicycle on a playground which was crowded with other pupils. This resulted in an injury to another student.
6. The teacher entrusts dangerous devices or instruments to persons who are

*From Fahr, Samuel M.: Legal Liability for Athletic Injuries, *Journal of Health, Physical Education, and Recreation* 29: 12, Feb. 1958.

†Based on types of conduct which create unreasonable risks to others from Harper, Fowler V.: *A Treatise on the Law of Torts*, Indianapolis, 1938, Bobbs-Merrill Co., Inc., pp. 171-176.

incompetent to use or care for such instruments properly. Example: Instructor permits students to use fencing foils without supervision.

7. The teacher neglects a duty of control over third persons who, by reason of some incapacity or abnormality, he knows to be likely to inflict intended harm upon others. Example: Failure of instructor to supervise and control the conduct of a bully on the play area.

8. The teacher fails to employ due care to give adequate warning. Example: Instructor who was responsible for supervision absented himself or herself from the area. Another example involves a student struck by a car when crossing the street between the gymnasium and the athletic field. Negligence was found because no crosswalk was provided, no safety instruction was given to the students, and no warning signs for motorists were posted.

9. Failure to exercise proper care in looking out for persons who the teacher has reason to believe may be in danger. Example: Physical education teacher did not clear the students from the area directly behind the batter in a baseball game.

10. The teacher fails to employ appropriate skill to perform acts undertaken. Example: Inability to perform first aid when it should have been administered.

11. The teacher fails to make adequate preparation to avoid harm to others before entering upon certain conduct where such preparation is reasonably necessary. Example: The instructor permitted students to use horizontal bar without a mat underneath.

12. The teacher fails to inspect and repair equipment or mechanical devices used by others. Example: The failure to inspect flying rings and other hanging equipment periodically.

How to avoid negligence. It should be obvious that the best way to avoid negligence is to use common sense and insist upon safety rules at all times. Some necessary rules are (1) clear a playing area of all obstacles (equipment and obstructions); (2) inspect all equipment regularly; (3) lock up apparatus when not in use; (4) have health examination for all competitors; (5) never play a boy or girl who may at that time be injured; (6) instruct in safety rules before permitting participation in an activity; (7) employ spotters at all times; (8) repair or remove or do not use defective equipment; (9) have ample coverage at all times; (10) never leave a class alone; (11) always use protective equipment in contact activities; (12) be sure the activity is acceptable for the age level; (13) do not force a student to participate in any activity that involves the hazard of personal injury; (14) administer first aid when necessary; (15) do not treat injuries; (16) request, in writing, the repair of any hazardous conditions; (17) wear proper uniforms at all times.

Defenses against negligence. In order for damages to be awarded, it is necessary to prove that the negligence involved resulted in, or was directly connected to the injury. The legal defense against such a charge may be any of the following.

1. Act of God. When a condition occurs that is beyond the control of man.

2. Assumption of risk. When participating in an activity that involves certain risks, that individual assumes responsibilities for those risks. There is still, however, the responsibility for effective leadership and safe equipment and facilities.

3. Contributory negligence. When the injured person does not act as a reasonably prudent person of his age should act. In this case the negligence of the teacher

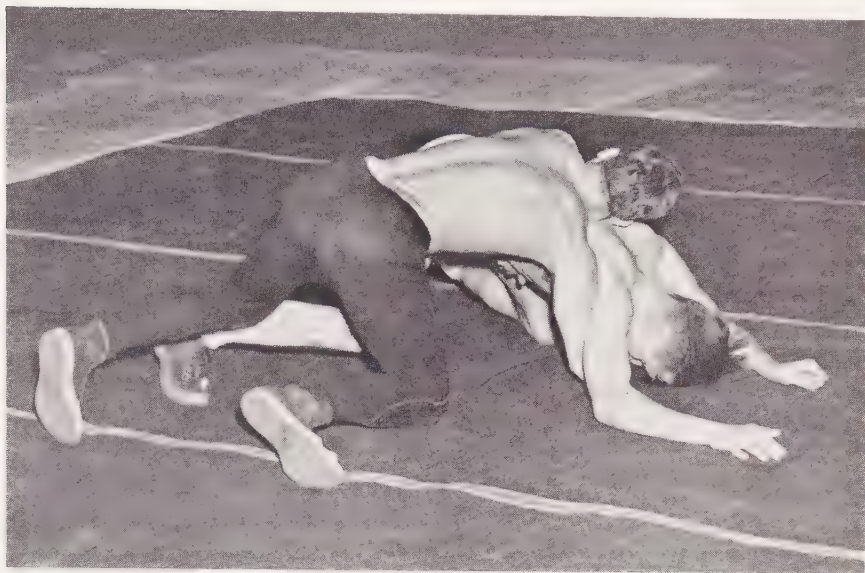


Fig. 81. The individual assumes some risk when participating in physical education activities.

is cancelled. Every person is expected to maintain a reasonable amount of self-protection.

4. Proximate cause of injury. The negligent act must be the direct and immediate cause of injury. If the negligent act was only indirectly or remotely concerned with the injury, the claim will be disallowed.

Teacher liability

Teachers can be liable for their own negligence. The doctrine of *respondeat superior*, however, can relieve them of this personal liability. This doctrine holds that employers are liable for torts of their employees committed within the scope of their employment. In Iowa recently, the State Supreme Court ruled that a teacher is not liable for charges while carrying on a government function, even though he is guilty of negligence. Some states like New York, New Jersey, and Connecticut have "save harmless statutes" which permit the payment, out of school funds, of damages arising through the negligence of teachers or other employees of the school district.

Many teachers, particularly physical educators, purchase liability insurance from private companies. The American Association for Health, Physical Education, and Recreation has recently made available a policy which will protect its members from liability while engaging in any activity sponsored by the school or organization. The best means of avoiding any legal liability is, however, to make good use of the basic safety factors previously mentioned.

INSURANCE

Since schools require boys and girls to actively participate in physical education, they have a moral responsibility to protect them financially against injury.

Staff members, because of the nature of their work and the need for protection against accidents and negligence, also need coverage. Some kind of an insurance program should therefore be carried. Some factors to consider in such a protective insurance program are listed below.

1. All children and staff should be covered in both class and out-of-class activities.

2. Prior to the selection of an insurance policy, a study should be made of the school needs and problems, the various types of policies offered by different companies, and the insurance program that best meets the local situation.

3. Insurance policies should provide sufficient funds to cover doctor's fees, hospital expenses, x-ray examinations, dental care, etc.

4. Commercial plans should be explored, together with athletic association and other plans. Although commercial plans may be more expensive, they may provide better coverage.

5. In many cases the nonallocated form of policy is the more desirable, since regardless of the type of injury benefits will be paid up to a specific amount, whereas an allocated policy limits the benefits for each type of injury—such as a broken arm, etc.

6. Staff members and other employees should also have insurance coverage.

7. The newly approved American Association for Health, Physical Education, and Recreation Income Protection and Public Liability Programs offered to members of the Association, in cooperation with Mutual Benefit Health & Accident Association, should be explored. Some of the benefits, as listed by the Association, are the following.

Rates are substantially lower than comparable coverage offered on an individual basis. Disability benefits are doubled during hospital confinement.

Accident benefits are payable up to a lifetime, with house confinement never required. Sickness benefits are payable up to five years, with house confinement required only during vacations or leaves of absence.

Eligible members may apply for coverage up to the age of 65 years.

POINTS TO REMEMBER

1. How to conduct a program when the facilities are limited.
2. Sources of money for equipment and supplies and procedures for using the money.
3. Why physical education classes should be scheduled early in developing the school's master plan.
4. The need for homogeneity in physical education classes.
5. Proper class size and how to subgroup for good instruction.
6. Information regarding the legal liability of teachers.
7. How to avoid legal entanglements.
8. Defenses against negligence charges.

PROBLEMS TO THINK THROUGH

1. Select any secondary school and determine how the facilities could be improved at a minimum expense. Use only the land and buildings available. What long-range major changes would you recommend?

2. How are supplies and equipment purchased in the school that you attended? Can the system be improved? How?
3. What are the advantages of having a physical education class containing students from the same grade?
4. Explain what a teacher should do when an accident occurs.
5. Compare the advantages of five single physical education periods weekly with those of two double periods weekly.

CASE STUDY FOR ANALYSIS

Determine the size and composition of all physical education classes in a secondary school of your choice. Consider the number of pupils in each class and the homogeneity of the groups. Analyze the adequacy of the class size and the groups. What recommendations would you make to the administration to improve the teaching situation? Why?

EXERCISES FOR REVIEW

1. What can the physical education teacher do if there is no gymnasium available in the school?
2. What areas can be used to change into uniforms in the absence of a locker room?
3. How can a physical education class have out-of-doors activities without a playfield?
4. What departments in the school can help to minimize physical education expenses?
5. What size should physical education classes be?
6. How may student leaders help the physical education teacher?
7. List ten negligent acts in physical education. Give an example of each.
8. What are the legal defenses against negligence?

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Part Seven

The grading and evaluation process



(Maxwell Field Air Force Base, Alabama.)

Grading in physical education

Grades have been given in physical education in several ways, ranging from granting letter or numeral grades to ranking within a class. These grades have also been based on a variety of factors, many of which have questionable value. Present practices base grades on such factors as attendance, punctuality, effort, costume, achievement, general attitude, initiative, hygiene, skill, knowledge of rules, cooperation, posture, strength, and endurance. There seems to be no set formula or procedure. For the country as a whole it appears to be a hit-and-miss procedure, depending upon what each individual instructor feels should be the basis for determining grades.

When grades are given they should be based on the achievement of objectives—the degree to which the student has achieved the desired outcomes. These objectives should be clear to both the instructor and the student at the outset of the course so that the desired direction will be known. The individuals getting the best grades would be those students most nearly achieving objectives which have been listed as desirable goals for the course. In physical education the physical (or organic), the motor (or skill), the mental (or knowledge or interpretive), and the social (or personal-social) objectives would all be kept in mind.

Adams¹ has done extensive research into the subject of grading and as part of this research has developed a set of twenty-four specifications which should be followed by any secondary school desiring to have a sound grading program in physical education. Through the courtesy of Adams these specifications are included here to aid teachers of secondary education.

Specification 1. The grade should represent the degree of achievement that the student has made toward the physical education objectives of organic development, neuromuscular skill development, interpretive development, and personal-social adjustment. The objectives are the four general objectives of physical education. Organic development refers to the physical fitness or health of the pupil; neuromuscular skill development refers to motor skills; mental or interpretive development refers to knowledges, judgments, strategies, and appreciations of physical activities; and human relations or personal-social adjustment refers to both adjustment to self and adjustment to others, or personality and character development.



Fig. 82. The important components of organic development include strength, endurance, speed, power, and agility. (Lincoln High School, Yonkers, N. Y.)

Specification 2. The important components should be identified for each general objective to facilitate the evaluation procedure. The specification requires a breakdown of each of the four general objectives to simplify the grading process. The purpose is to move from the abstract to the concrete or specific. This process is necessary, as the student must be shown a breakdown of the objectives in terms which make them understandable and achievable.

Specification 3. The important components of organic development are those of physical fitness (strength, endurance, speed, power, and agility) and of posture. The components of physical fitness listed above are those selected by physical education authorities as being the most important. There are some differences of opinion in respect to the number of components of physical fitness, but there is little disagreement among the authorities in regard to the important ones listed in the specification. Posture is included by many authorities in the objective area of organic development.

Specification 4. The components of neuromuscular skills are individual motor skills, team-play skills, and skills in recreational activities. The many skills acquired by the pupil in various games, sports, and other physical activities are usually measurable by either teacher-made or standardized performance tests. Team-play skills require a subjective appraisal by the teacher. The recreational skills of a carry-over nature are important enough for many authorities to classify these as a special type of skill deserving specific attention because of their value in training for leisure time.

Specification 5. The components of mental or interpretive development are knowledge of rules, knowledge of game strategy and techniques of play, and attitudes of appreciation toward games and physical activities. The specification delineates the mental phase of physical education with its understandings, knowledges, and appreciations that are concomitants of physical activity. The majority

of the authorities are in agreement on the components of interpretive development.

Specification 6. The components of human relations or personal-social adjustment which should be evaluated in physical education are cooperation, sportsmanship, leadership-followership, and health habits. The personal and social adjustments of the pupil in the physical education class are associated with his class experiences in activities that provide an opportunity for emotional release and control, cooperative attitude toward teacher and classmates, leadership and followership, sportsmanship, and practices of health and safety habits. The health habits associated with the physical education class are cleanliness (clean costume and showering), personal appearance, and safety habits. These factors are not the major requisites of personal health; but they are indicative of personal habits and they are properly classified under the personal-social adjustment objective.

The breakdown of the general objectives into components requires some care in the choice of areas to be appraised and in the terminology chosen to describe the areas. Abstract ideas expressed in like words are useless as attainable objectives; they must be broken down into concrete components understandable to the pupil and associated with the class work. Physical education authorities use descriptive phraseology that describes what "good citizenship" consists of in a physical education class. For example, cooperation, sportsmanship or fair play, leadership and followership, and respect for teammates and opponents are more specific and achievable. They spell out the abstract term "citizenship" as applied to the physical education class experience.

The role of the physical education teacher is to explain to the class how the components are to be interpreted. In regard to sportsmanship, the teacher can cite examples of poor sportsmanship, such as accusing officials of cheating, losing one's temper, using strong language, and showing discourtesy toward opponents and teammates. The process of moving from the abstract to the specific is necessary for realistic teaching and a necessary step for appraisal and measurement.

Specification 7. The achievement grade (Specification 1) is scored on the basis of the five-step interval (A, B, C, D, E) with the percentage distribution of the normal curve decided by the school; the lower end of the curve is not mandatory to failure. The school (administration and teaching staff) has leeway in interpreting the curve. The specification allows the administration and teaching staff considerable freedom in assigning percentage distributions in the individual classes and in the school as a whole. Grading in small classes, which often do not conform to the normal curve, could be adjusted according to the skewness shown. The curve is used as a guide rather than as a hard-and-fast formula.

Specification 8. "Effort" and "improvement" are appraised with a separate rating by a three-step scale (1, 2, 3): "one" is equivalent to excellent; "two," equivalent to satisfactory; and "three," equivalent to unsatisfactory.

"Effort" is determined by the teacher by estimating the pupil's capacity or ability and comparing it with his actual achievement. "Improvement" is determined by estimating the amount of gain in achievement from the initial achievement status to the final achievement status for a particular grading period. The authorities draw attention to the diagnostic values of this method of evaluation. Cautions are directed toward rating these two factors for students performing at peak or near-peak performance. "Effort" and "improvement" diminish as com-

petence and skill in performance increase. The highly skilled performer does not usually portray large gains in improvement and often carries out assignments with a minimum of effort. Rating these factors separately enhances the validity of the achievement grade and increases its reliability. Attention may also be more readily focused on areas of difficulty for the slow learner.

If "class regulations" are evaluated, they should also be given a separate rating (1, 2, 3). Class regulations include costume, attendance, punctuality, and other like disciplines. The use of the class regulations as a whip to enforce discipline and compliance by reflecting the abuses of the regulations in the achievement grade is too prevalent in physical education. The practice invalidates the achievement grade and is not backed by authoritative opinion.

Specification 9. The following components of physical fitness should be measured objectively with valid and reliable tests: strength, speed, endurance, power, and agility.

There are a number of standard tests that may be used by the instructor to test the components listed. These tests are available to the physical educator and require a minimum of training to administer them; the equipment necessary is negligible and inexpensive.

Specification 10. The following components of the physical education objectives may be evaluated subjectively: team play, health and safety habits, appreciations and attitudes, leadership-followership, cooperation, sportsmanship, and posture.

The components enumerated in this specification are not conducive to ob-



Fig. 83. Leadership-followership—a component to be evaluated.

jective testing with any degree of accuracy and are therefore evaluated by such devices as rating scales, check lists, and other subjective appraisals, combined with observation and expert opinion.

Tests do exist for some of these components, but many are too time consuming and lack reliability. Although there are standardized tests for posture, for example, they are not widely used on the secondary level because of lack of training in their use and because their value is questioned by many authorities. The posed or static posture draws the chief criticism as to their worth. The effectiveness of the posture appraisal depends upon the criteria of the rating method or device employed.

Specification 11. The components consisting of motor skills, recreational skills, understanding of games and rules, and strategies can be evaluated by teacher-made tests; both performance and written tests are used where they have application.

There are a number of tests on sports skills which the teacher can apply to testing. Teacher-made performance tests for motor skills are practical if proper criteria are established. The paper-and-pencil examination is applicable for tests of knowledge, techniques, and rules. The objective test is the most acceptable type for such measurements.

Specification 12. The area of each general objective is weighted as follows for scoring the composite achievement grade: organic development, 20 per cent; neuromuscular skill development, 40 per cent; interpretive development, 20 per cent; and personal-social adjustment, 20 per cent.

The amount of time devoted to it, its importance, and its emphasis in the program account for the selection of the neuromuscular skill objective for double weighting. Everything depends on the degree of skill of the pupil—enjoyment of the activity, appreciation, emotional release, group interaction, and acceptance by classmates. The valuable social, mental, physical, and moral values of activity are closely related to the skill achievement of the individual child. Skill development carries with it all the other objectives of physical education.

Specification 13. The pupil is to be aided, through guidance, counseling, and placement (classification), in avoiding failure. Students who lack minimum competencies in skills, as well as the handicapped student, should be guided, counseled, and placed in an activity fitted to their needs. In most secondary school physical education classes the majority of the pupils will be able to compete in activities without special attention. A few will need special attention to bring their skills up to a point where they can enjoy the activities with their classmates.

Specification 14. Pupil placement is suggested in one of three classifications: (1) the regular physical education program, (2) a skill competency section for pupils lacking minimum skills, and (3) an adaptive section for the physically handicapped.

In order that the pupil may succeed at his own level of skill and ability, the authorities suggest classifications for fulfilling the needs of the pupil. Some authorities recommend subgroupings within the class according to physical capacities and skill.

Specification 15. The classification of the pupil should be noted on the school record and on the report to the parents. The pupil is graded in relation to other pupils in his classification. Pupils enrolled for regular class work are graded on the curve. The skill competency section is graded on the curve but within the confines of this section. The handicapped pupil has an individual

program fitted to his needs and he is graded in relation to the degree to which he achieves his particular set of objectives.

Specification 16. The grade is computed by averaging the scores of the components of each major objective; the scores for the major objectives are in turn averaged for a total score which is converted back into a letter grade following the curve principle. The numerical values assigned to the letter grades are as follows: A, 5; B, 4; C, 3; D, 2; and E, 1. The motor skill objective is given double weight or scored twice.

An interpretation of the scoring is illustrated here. A student has received the following scores: A in motor skills (the motor skill referred to being the skill demonstrated by the student as an individual as differentiated from his motor skill adjustment to team play), B in team play, and B in recreational skills. These grades represent his achievement in the *motor skill* objective. Converted to numerals, his scores are 5, 4, and 4—a total of 13—which is averaged by dividing by 3, the number of items, for a score of 4.3. The other objective areas are computed in the same manner. Each objective area (major objective) is totaled, with the motor skill objective doubled. The average is computed by dividing by 5 the total of the component scores for the objectives.

The following example explains the process:

| <i>Organic</i> | <i>Motor skill</i> | <i>Interpretive</i> | <i>Personal-social adjustment</i> | |
|----------------|--------------------|------------------------------|-----------------------------------|------------|
| 4 | 4.3 + 4.3 | 3 | 3 | Total 18.6 |
| | | 18.6 divided by 5 equals 3.7 | | |

The 3.7 represents the student's raw score for his achievement grade, and it will be listed on a rank scale for curve interpretation in arriving at the final grade.

Specification 17. The computed raw scores for each pupil should be placed in a rank order scale from low to high for each class (or group classification) for assignment of grades according to the curve distribution decided upon by the particular school (administration or faculty).

The specification shows how the raw scores may be interpreted on the curve. The school should follow the practice adhered to for other subjects of the curriculum. Interpreting the raw scores into a grade by means of a percentage distribution is a process familiar to teachers. For example, in a class of 40 pupils, 4 pupils would receive A's and 8, B's, etc., if the curve percentage distribution is 10-20-40-20-10. This is continued according to percentages allowed for C's, D's, and E's. The teacher has an option in regard to the E grade, as the low end of the curve is not mandatory to failure.

Specification 18. The pupil should be given an opportunity to participate in the grading procedure by computing his own grade, for self-evaluation and for the purpose of acquiring an objective point of view toward himself. The pupil thus gains a better understanding of the objectives which he is working to achieve.

The actual grade, however, is awarded by the instructor. Any difference in the pupil's estimate and the teacher's usually leads to a better understanding between pupil and teacher after a conference between the two.

Specification 19. The grading plan should foster a better understanding among teacher, pupil, and parents by a comprehensive report of the class experience.

Specification 20. The grading system, based upon objectives selected by experts and having instructions embodied in the specifications for consistency, is

constructed to yield valid and reliable results. Teachers of physical education must follow the specifications by using proper instruments with care in their application in order to get valid and reliable results of the desired type. Many of the unreliable practices in grading are due to a lack of standards and uniformity, to a complete reliance on subjective opinion, and to inconsistencies in weighting the factors making up the grade. Where there is a lack of agreement upon qualities and quantities making up the grade, there can be no certainty of consistent results.

Specification 21. The grading system should be easy to administer, easy to understand, and uniform for all physical education classes within the school.

Specification 22. The *achievement* status of the pupil is the basis for scoring the five-step interval in the attainment of the objectives. Effort, improvement, rate of learning, and other influences are excluded as extraneous factors.

The investigator includes this specification for emphasis. "Achievement of the objectives" is stated in Specification 1, but in order that the grading system cannot be misinterpreted, "achievement" is here restated.

Specification 23. Subjective appraisals should include the use of check lists, rating scales, controlled observations, surveys, and interviews.

Subjective appraisal becomes more accurate when accomplished in an objectified manner. Scaled rating devices and check lists are much to be preferred over snap judgments and opinion. An itemized check list of important points to be appraised increases the reliability of the subjective evaluation.

Specification 24. Whenever administratively feasible, the report card should show (1) a rating (or mark) for each of the four general objectives of physical education (organic development, neuromuscular skills, interpretive development, and personal-social adjustment) and (2) a list of the major activities participated in during the grading period.

Schools with large enrollments and overcrowding may not be able to record more than one mark for physical education. In other instances the clerical work required would not be prohibitive and would be well worth the effort. The breakdown of the grade into its major components makes it more meaningful and diagnostic. A mark representing more than one thing becomes less interpretable. A list of activities, from which the instructor can check his selection, is recommended for better reporting to the home.*

POINTS TO REMEMBER

1. An understanding of the scientific basis underlying grading.
2. The specifications that should be considered in administering grades in a program of secondary school physical education.
3. An appreciation of the importance of giving grades which accurately reflect the achievement of objectives.

PROBLEMS TO THINK THROUGH

1. Think through the manner in which grades are arrived at in such subjects as English and history and compare to the field of physical education.
2. Why is it important to give the student a grade in physical education which accurately reflects the degree to which he or she has achieved the objectives in this special field?

*From Adams, Miller K.: Principles for Determining High School Grading Procedures in Physical Education for Boys, doctoral thesis, New York University, 1959.

CASE STUDY FOR ANALYSIS

Select a secondary school and analyze the grading plan that is utilized in physical education. Write out the specifications that are followed. Finally, critically evaluate these specifications.

EXERCISES FOR REVIEW

1. What is the relationship between grades and objectives?
2. What are the objectives of physical education?
3. Develop a grading plan for a senior high school physical education program.
4. Why should the skill objective be weighted more than other objectives?
5. What is meant by grading on the curve?
6. Why should there not be a mandatory failure?
7. Prepare a list of valid tests for measuring physical fitness.

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Evaluation

Physical education teachers have the responsibility of evaluating the degree to which they are accomplishing professional objectives. This process of evaluation should cover two general areas: pupil achievement and program administration.

Evaluation of pupil achievement should determine to what extent program objectives are being met. Evaluation should reveal levels of student development toward each of the four major goals: physical fitness, physical skills, knowledge and appreciations, and social development. Results of evaluation should also serve other purposes, including motivation of students, guidance of individuals, grouping, and program planning.

Evaluation of program administration involves several factors: leadership activities, equipment, facilities, records, and participation, for example. These areas should be investigated in respect to the class program, the adapted program, intramurals, and interscholastic athletics. Purposes of this type of measurement include the following: (1) to determine the extent to which the present program meets professional standards, (2) to determine areas of weakness in administration, and (3) to aid in improved program administration.

It will be the purpose of this chapter to discuss methods of evaluation in each of these areas, pupil achievement and program administration. First, however, a brief overview of techniques and a program of evaluation will be presented as an introduction to this important phase of the physical education program.

TECHNIQUES OF EVALUATION

There are many techniques of evaluation which are useful in measuring pupil achievement and program administration. Selection of a particular method depends upon the type of information sought and the purposes which this information is to serve.

Physical fitness tests are valuable in pointing out pupil status and achievement toward this goal. Tests of motor capacity, strength tests, cardiovascular tests, and fitness batteries are examples of this type of evaluation.

Sports skill tests are useful in determining the abilities of pupils in regard to specific sports. Such instruments as the wall-volley test or the basket-shooting test indicate to the teacher a pupil's abilities in these particular skills.

Knowledge tests are available to determine students' knowledge in the various sports and physical education activities. Questionnaires, check lists, and surveys are also helpful to provide the teacher with information on students' attitudes, knowledge, and appreciation.

Tests of social efficiency, adjustments, and interests are useful in determining social development. Case studies, interviews, and anecdotal records are also helpful in this area—particularly for individual guidance of students—and polls and surveys aid in estimating general student opinion.

Rating scales and progress charts are excellent techniques to use in evaluating the over-all program and student progress.

PROGRAM OF EVALUATION

Larson and Yocom¹ suggest that a minimum program of evaluation in physical education should include the following:

- A. Evaluation of pupil achievement
 1. Physical fitness
 - (a) Medical examination
 - (b) Physical fitness test
 2. Physical skills
 - (a) General test of motor ability
 3. Knowledge and appreciations
 - (a) Teacher-made tests
 4. Social development
 - (a) Observation
- B. Evaluation of program administration (according to standards established by leading authorities)

| | | |
|---------------------|--------------|-------------------------|
| 1. Class program | | (a) Activities |
| 2. Adapted program | | (b) Leadership |
| 3. Interscholastics | Each to be | (c) Facilities |
| 4. Intramurals | evaluated | (d) Equipment |
| 5. Administration | in terms of: | (e) Participation |
| | | (f) Records |
| | | (g) Research |
| | | (h) Budgetary allotment |

A desirable evaluation program would include the evaluation of more specific items. Under physical skills, for example, tests for posture, strength, and growth and development could be added. Tests for each sports unit could be administered to test for physical skills, and standardized tests could be used whenever possible in evaluating all four phases of pupil achievement.

An evaluation program of pupil achievement therefore would be established on the basis of the four principal objectives, and the following could represent a minimum program designed in this way.

1. Organic development. A medical examination should be given once a year by a competent doctor, and/or a cardiovascular test also be given once a year. A physical fitness test could be given to determine the degree of fitness of the pupils. The results of such a test will enable teachers to classify the pupils so they may receive maximum benefit from instruction and activities.

2. Skill development. Skill tests may be administered with benefit once during a period of instruction for each motor activity learned.

3. Knowledge development. Knowledge tests should be given at least once a semester and should include the information and knowledge learned during that time.

4. Social development. The degree to which each student develops socially according to the goals established for the physical education program may be determined on the basis of controlled teacher observations.

Evaluations of pupil achievement and of program administration are both vital to progress in the physical education program. Because of their extreme importance, each of these facets of evaluation must be studied individually.

EVALUATING PUPIL ACHIEVEMENT

It is widely acknowledged that evaluation of student achievement should encompass each of the four major goals of physical education: (1) physical fitness, (2) physical skills, (3) knowledge and appreciations, and (4) social development—in order to determine to what extent the objectives in each of the goals are being met. However, such evaluation can be accurate only to the degree that the instruments used for measuring pupil achievement in each area are themselves accurate. Certain basic criteria have been established to determine the accuracy of a testing technique, and it is these factors which the physical education teacher should consider when selecting a particular testing instrument.

Criteria for test selection

In selecting a test for administration to a class group the teacher should be concerned with five elements of the particular test: its validity, objectivity, reliability, norms, and administrative feasibility. If the test is satisfactory in all of these respects, the teacher may be assured that the results will be accurate.

Validity. The test should measure what it is supposed to measure. If the



Fig. 84. Social development—an objective to be evaluated. (White Plains High School, New York.)

teacher is measuring balance, for example, the test should measure balance and not some other physical characteristic such as speed or endurance.

Objectivity. The scoring of the test should be exact and well-defined and as free as possible from personal opinion or subjective judgment. If two or more judges evaluate the performances of a class group, their answers or scores should be similar. This is an important factor in testing and one which affects the students to a great extent. They recognize the value of exact scoring methods for particular performances, and generally prefer them to scaled value-judgments.

Reliability. The testing device should consistently produce the same results. If a test were repeated under very similar conditions with the same group, the results should be equivalent—with the better performers again scoring high, etc. Extraneous factors such as practice, distance, or time should not influence the results.

Norms. The test should have an accepted scale of performance scores normal for particular age levels and groups. Norms are useful for comparison of the achievements of one group with those of a similar group. Norms are valuable, however, only if based on a large population, thus indicating widespread range in performance levels.

Administrative feasibility. It should be possible to administer a test to a class group without too much expense, loss of time, or other complication. It is logical to expect that testing student achievement consumes a reasonable amount of time, expense, and consideration. Evaluation should not, however, result in excessive loss of teaching time, to the detriment of the program. This factor often determines the feasibility of administration of a particular type of test. Taking into account class size, available equipment, and length of class periods may eliminate an otherwise sound testing device. Making the selection of a testing instrument according to these five factors is necessary if accurate and worth-while results are to be obtained. The teacher of physical education should take great care in surveying available tests before making a final choice.

Testing physical fitness

The recent nation-wide emphasis on physical fitness has brought about the development of many testing tools in this area. Some state education departments have published specific tests for use within their own state school systems, and the American Association for Health, Physical Education, and Recreation has developed its own physical fitness test for national use. This particular battery was used in testing 8,500 children in twenty-eight states during 1957-1958. It consists of seven basic items plus a swimming test:

1. Pull-ups (modified for girls): to test arm and shoulder girdle strength.
2. Shuttle run: to test speed and change of direction.
3. 50-yard dash: to test speed.
4. Sit-ups: to test strength of abdominal muscles and hip flexors.
5. Standing broad jump: to test explosive power of leg extensors.
6. Softball throw for distance: to test skill and coordination.
7. 600-yard walk or run: to test cardiovascular system.
8. Swimming test (jump into water, rest, and swim 15 yd.): to test protective powers in the water.

Norms have been established for girls and boys in grades five through twelve and may be obtained from the Association. A manual gives, in addition, complete directions for testing each item.²

The beginning teacher should realize that testing for physical fitness is not a simple process. The question that is always raised in this connection is "fitness for what?" Does any test such as this AAHPER battery actually test physical fitness, or does it merely indicate ability in those items included in the test? Leaders in the field have chosen these specific test items on the basis of their fundamental importance to motor coordinations. It is felt that average scores on these items are indicative of over-all physical fitness for everyday activity. Because of the present interest in physical fitness and because this test is a recent contribution of our professional organization, it may be instituted with profit as part of the testing program.

Because physical fitness is a defined goal of physical education, a place should definitely be made in the program for testing in this area. The administration of these tests is generally quite time consuming, but the results when put to proper use are worth the effort. Scores received in such testing not only indicate pupil status (their strengths and weaknesses in the basic items and therefore their basic needs) but they also have value in interpreting the program to the administration and lay groups. To go through the process of testing students and then not use the results to improve the program would be a waste of effort, and the time might better be spent on regular classwork.

Testing physical skills

Because a major portion of the physical education class is devoted to the teaching of skills, many skill tests in each of the various sports have been developed. These cover a wide range of age levels and grades in some sports, while in other activities there may be no suitable test available. General tests of physical capacity and motor efficiency have also been developed for evaluation of student performance and capacity.

Suggested general skills tests. In the past, leaders in the field have devoted much time and research to testing *motor educability*, *motor capacity*, *physical capacity*, *motor ability*, and *motor efficiency*. These terms may appear at first to be synonymous with physical fitness. The beginning teacher should understand, however, that the work done in each of these areas is not to be confused with recent physical fitness testing. Some of the former battery tests measured inherent aptitudes of pupils, while others measured achievement in basic motor skills. The beginning teacher wishing to use some of these tests should become familiar with the various kinds of tests and the purposes of each—the following, for example: (1) Rogers Strength Test,³ (2) California Physical Fitness Pentathlon,⁴ (3) McCloy's General Motor Ability and Capacity Test,⁵ (4) Larson Muscular Strength Test,⁶ (5) Illinois High School Physical Condition Test,⁷ and (6) Indiana Physical Fitness Test for High School Boys and Girls.⁸

These are a few of the many tests available to the teacher of physical education for testing general skills. Reference to the original works of the authors will provide directions necessary to the administration of these tests.

Suggested sports skills tests. Leaders in the field of physical education have developed testing instruments for skills in the following sports: archery, badminton, baseball, basketball, bowling, football, golf, gymnastics, handball, field hockey and ice hockey, riding, rhythms, figure skating, soccer, softball, speedball, squash, stunts and tumbling, swimming, tennis, and volleyball. Descriptions of these tests, including age level, equipment needed, and administrative directions, are given in one or more source books.^{3, 5, 9, 10}

Other suggestions for testing may be found in the individual sports rule books, in current literature, periodicals, and booklets on sports. In looking over these tests the teacher finds that certain basic skills necessary to the games themselves have been selected, and the testing procedures that have been devised for these skills are closely related to the game situation. Suggested methods for rating or scoring individual performances on a specified number of trials, as well as norms for grade level performances, are usually included. Limitations to the use of these tests exist, however, for in many instances too much time is required for their administrations, their reliability or validity is questionable, or the norms listed may be for the college years. It is necessary to study these prepared tests carefully, therefore, to determine their suitability or adaptability to a particular teaching situation.

Teacher-made tests. When acceptable testing devices are not available, teachers may want to originate sports skills tests which are appropriate and accurate for their teaching situations. This is a long and involved process, but the following suggestions may be helpful when developing sports skills tests for personal use.

1. The sport should be analyzed to determine and select skills for measurement.
2. Special procedures should be devised for the administration of a test of the skill or skills.
3. A preliminary test should be administered to a group and a check made to see if those of acknowledged superior ability score higher than others in their performances.
4. If the above check suggests validity, complete rating of the group should be made and the validity coefficient computed.
5. The test results should again be checked, this time against the rules of the game from which the skill was taken, with higher scorers playing against lower scorers.
6. A re-testing should be done on one group to compute the reliability coefficient.
7. The raw scores from the test should be converted to some type of comparable scoring system to make results most useful.¹¹

A teacher following these procedures can be fairly sure that the results of the test are valid and reliable.

Other testing techniques. Sports skills tests are only one method of evaluating physical skills. In some types of activities there are no objective tests available for use, and more subjective measures must be made. Also there are some skills which in themselves are impossible to measure objectively. Other techniques such as teacher ratings and progress charts must be used.

Teacher ratings are generally necessary in evaluation of the form used in completing a skill. For example, diving, ski-jumping, and figure skating must be judged partially or totally on the basis of form. Also the form used in batting, shooting baskets, playing tennis or badminton, in hockey dribbling, or in swimming is important to the level of achievement and must be judged by teacher rating. The teacher must therefore determine a scale for judgment, 1 to 5 or 1 to 10, and establish specific standards for rating individual performance. When more than one judge is used, averages of ratings are computed and more acceptable results obtained.

Student progress in a particular skill is another factor that is difficult to measure. In some sports such as bowling and archery, the scores themselves may be used to indicate improvement. The teacher can keep a record of scores on charts to measure individual progress. Incidents charts are also useful in measuring progress, for keeping track of the number of baskets shot and missed or the number of attempted goals indicates performance skill and progress.

Testing knowledge and appreciation

In this area of the physical education program, tests differ from those of physical fitness and skills—in that an intellectual process is involved, rather than a motor performance. Standardized tests are available for written tests in some of the sports and may be found in rule books and source books of the various sports. Unfortunately, many of these standardized tests are constructed for the college level. Teachers therefore may have to devise their own tests, using either the oral, essay, or objective forms. In so doing, the teacher can be certain that the test covers assigned materials and that it is suitable for the age level being tested.

Principles of test construction. There are certain principles of test construction which should be followed when developing an original written knowledge test.

1. The items selected should cover the entire subject matter, with emphasis placed on the most important facets of the game.
2. The length of the test should be determined in relation to the time available for testing.
3. The test should be appropriately worded for the age level to be tested.
4. Directions should be simple and clear.¹¹

Techniques of testing. There are several different techniques which may be utilized in test construction. True-and-false items, matching questions, sentence completion, multiple-choice, diagrams, as well as short essays may be combined to make an interesting and comprehensive examination of knowledge.

The following are a few suggestions as to the exact wording of these objective tests. Teachers may not realize the importance of a single word in a written test until a student points out some confusion or misinterpretation.

1. Questions or test items should be worded so as to avoid ambiguity, triviality, or double-talk.
2. Statements should be simple and direct, not tricky, involved, or based solely on opinion.

3. Words such as *never*, *always*, *none*, or *all* should be omitted in sentences requiring true or false answers.⁵

Knowledge tests are generally developed in objective form, but evaluation of appreciations requires other techniques. To determine attitudes and opinions in physical education, short-answer questionnaires, opinion polls, and surveys are useful. These testing techniques are not designed to determine factual comprehension, as knowledge tests are, but to find out student preferences about program content or their attitudes toward class conduct. Results of these tests, therefore, are not computed on an individual basis but are used to determine over-all class opinions or estimations. Because of the personal nature of these testing techniques the forms are, of necessity, teacher made. Construction of these questionnaires or surveys would depend on the information sought and purposes to be served.

Administration of tests. When you are administering a written test, directions should be read aloud, as well as written on the test paper. A few questions might be answered as to the timing or scoring of the test, but these should be limited. Following the signal "go" no further questions or talking should be allowed. Nothing is more disconcerting to the teacher or the students than unnecessary questioning. If directions are clear and the test is well constructed, a satisfactory examination should result. The period is then worth while and the students acknowledge the value of a written test in physical education.

Testing social development

This goal of the physical education program requires evaluation also but this is, unfortunately, one aspect which is most often neglected by teachers. The social development of the adolescent is a complex process, as was pointed out in Chapter 1. However, various techniques of testing have been devised to measure some of its aspects: social adjustment, attitudes and interests, social efficiency, and social status.

Testing social adjustment. Measurements of social adjustment may be made through the administration of standardized inventories (such as the Bell Adjustment Inventory), which have been developed specifically for this purpose. Such inventories should be used cautiously, however, and the results regarded only as clues to or indications of adjustment problems. The guidance department of a large school system is probably better equipped to administer and interpret these tests, but the physical education teacher should be familiar with them. A list of some of the other tests for social adjustment includes the following: Science Research Associates Inventory, Minnesota Multiphasic Personality Inventory, Washburne's Social Adjustment Inventory, and the Bernreuter Personality Inventory. These tests are usually concerned with common adolescent problems or worries about the home, health, friends, and so on. Such tests or inventories are for general educational use, not for physical education personnel alone; therefore, the school psychologist or guidance counselor should be consulted in regard to this phase of testing.

Testing attitudes and interests. The guidance department should also be able to assist the physical educator in testing the attitudes or interests of adolescents.



Fig. 85. The social development of the adolescent is a complex process. (San Diego County Schools.)

Attitudes may be measured in different ways. As examples, three techniques are mentioned: (1) teacher evaluation (observation of students with an anecdotal record being kept by the teacher), (2) opinion polls, and (3) rating scales. The physical education teacher should ask for the assistance of other teachers, and particularly of the guidance personnel, in this type of testing. Teachers work together because of a mutual interest in student problems, and sharing the test results promotes greater understanding among all concerned. This type of faculty co-operation would apply also to interest inventories such as the Strong Vocational Interest Blank, or the Kuder Preference Record. The development of social interests, attitudes, and adjustment, while being a goal of physical education, is also a general educational goal and testing them is the concern of the entire teaching staff.

Testing social efficiency. In regard to testing social efficiency, rating scales have been developed by leaders in the field of physical education specifically for use within the program. Three are listed.

1. The McCloy test in this area consists of rating, on a scale of 1 to 5, nine character traits.¹²
2. B. E. Blanchard devised a frequency rating scale for measuring character and personality in physical education classes.¹³
3. O'Neel published a rating scale for high school boys in physical education classes.¹⁴

In all of these three tests ratings of the frequency of behavior are measured by observer judgment. By referring to the original sources indicated the teacher may learn the techniques of administering these tests for social efficiency.

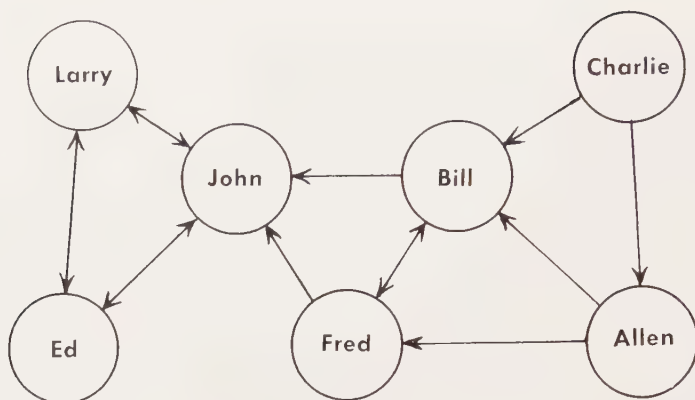


Fig. 86.

Testing social status.* Sociometrics is the measurement of social relationships as determined by use of a sociogram. The sociogram is useful in physical education as a method of teaching and of testing the social status of individuals in a class, team, or squad grouping. The results of the sociogram point out the natural leaders in the groups and the outsiders trying to become members. When used more than once with the same group, a comparison of the results indicates social growth or change. A sociogram may be taken, for example, by asking all members of a team to list two people whom they would most like to have as their friends, with their choices limited to a given group or team. Results might be pictured with arrows pointing to the names listed, as shown in Fig. 86.

It might be interpreted from the particular sociogram shown here that John is the strongest leader, with Bill following closely behind. John, Larry, and Ed seem to form a rather small social clique, while Bill, who would like to join them, returns friendship with Fred only. It might be said also that Allen is trying to break this friendship up and that Charlie, who was chosen by no one, would be happy with either Bill or Allen for a friend.

Social development in a group like this might be indicated by Charlie and Allen moving into an acceptable position in the group and the clique enlarging its structure so that friendships are more spread out. A second sociogram would then show partial proof of social development and accomplishment through teamwork in whatever the group activity might have been. This is a simple technique of testing social development. It is useful as a tool in teaching because it indicates social interactions and points out possibly dangerous cliques, as well as those individuals who need assimilation into the group. The teacher, knowing this, can gear teaching to avoid social upsets and to improve these social relationships.

Using test results

The results of all types of tests of student achievement should be put to use if the process of evaluation is to have any direct value for the students. There are

*See also Chapter 11.

several ways in which this may be done, depending upon the purpose of the particular test.

Tests administered at the beginning of a unit—whether skill, knowledge, or fitness tests—serve as prognostic devices to determine the needs of the group in relation to that specific activity. The teacher should interpret test results immediately and use them in planning the unit of study. Special groups may need to be formed on the basis of skills, or a special area of the activity may need emphasis because of a general weakness of the group. The motivational aspect of prognostic tests is also a valuable teaching tool.

Tests administered in the middle of a unit serve a diagnostic purpose, since results can indicate to the teacher those areas wherein teaching has not been sufficiently clear to make learning complete. The teacher then knows that the remaining class sessions need to include review and clarification of ideas to cement learnings.

Tests at the close of a unit of study indicate pupil progress and achievement. When they are compared with preliminary tests a vital measure of improvement and effort is obtained.

Evaluation of student achievement should do more than produce figures of present status. It should promote improvement of this status. This can be accomplished only through appropriate usage of accurate test results.

Problems in evaluating student achievement

The testing of student achievement and the analysis of results necessary for their future application are essentials of the teaching program. For the new teacher three main problems stem from this responsibility: (1) how much time should be devoted to evaluation? (2) what tests should be used? and (3) how can results be used most effectively?

Time. The time necessary for adequate evaluation of students' achievements must be set aside as a regular part of the teaching program. In situations where classes meet every day, one class period might be devoted to testing every other week. In cases where classes meet but twice or three times during a week, the teacher should plan for evaluation procedures at least at the beginning and end of each unit of study in order to obtain accurate records of growth and progress.

Selection. In selecting tests the new teacher should survey the available instruments to determine if they are pertinent to the particular school situation. Proper selection of tests helps to overcome the problems of large classes, short periods, and individual rating needs. Good organization and wise use of leaders also help to eliminate loss of valuable time, so the beginning teacher should plan testing periods very carefully to make the most of them. Because testing itself is a teaching method, with its promotion of good performances and its motivational purposes, time taken for evaluation is not wasted.

Results. The clerical duties attached to the testing program pose other difficulties. The records should be kept up to date and new test results constantly be analyzed in terms of student progress and program planning, for most effective use. The teacher must take time to do this, if evaluation is to take place.

EVALUATING PROGRAM ADMINISTRATION

Evaluation of student achievement is only part of the teacher's responsibility and is a continuous process throughout the year. The second phase, evaluation of program administration, generally takes place at the close of the school year, with department members judging all phases of the total program. This completes evaluation procedures. The main purpose of this step is to improve all phases of the program for the benefit of the students.

The process of evaluating program administration may be accomplished by teacher rating or judgment according to selected standards and criteria. Such phases of the program as classes, intramurals, interscholastics, the adapted program, and aquatics should be evaluated in terms of activities, leadership, equipment, facilities, participation, records, research, and budgetary allotment. Standardized tests have been developed to evaluate some of these factors. LaPorte¹⁵ has developed a complete evaluation instrument for activities. Where standardized tests are not available to judge these factors, criteria based on authoritative textbook sources or the judgment of two or more experts in the field must be established.

The following are sample questions that might be formulated for teacher rating of program administration. They might either be answered poor, fair, good, or excellent or be scored on the basis of 1 to 10. All areas of the program are listed, and questions are raised concerning the various factors.

Class program

1. Does the teaching program devote equitable time to team sports, individual sports, rhythms and dance, and gymnastic activities?
2. Are the equipment and facilities adequate to allow maximum student participation?
3. Are reasonable budgetary allotments made for the class teaching program?
4. Are accurate evaluation procedures carried out and worth-while records kept?
5. Are minimal participation requirements met by all students?
6. Are students meeting proper physical education requirements in regard to dressing and showering?
7. Are proper safety measures taken in all activities?
8. Are opportunities for developing student leadership being afforded in the class program?

Adapted program

1. Do adequate screening procedures determine all possible participants in this program?
2. Are adequate facilities, equipment, time, and space made available to the program?
3. Are proper supervision and instruction afforded each individual participant?
4. Is medical approval obtained for each individual's regimen of activity?
5. Do participants engage in some of the regular class work, as well as remedial classes, when advisable?

6. Are careful records and progress notes kept on each student?
7. Is the financial allotment to the program reasonable?
8. Does student achievement indicate the value of the program?

Intramural and extramural programs

1. Are intramural and extramural sports offered to all students in as many activities as possible?
2. Has participation in these programs increased during the past year?
3. Is maximum coaching supervision available to players?
4. Is adequate financial assistance given to this phase of the program?
5. Are accurate records maintained concerning the participants, their honors, awards, and electives?
6. Does the reward or point system emphasize the joys of participation rather than stress the value of the reward?
7. Is equipment well cared for and properly stored to gain the most use from it?
8. Are competitive experiences wholesome and worth while for all participants?

Interscholastic program

1. Is financial support for this program provided by the physical education budget?
2. Is there equitable financial support for all sports in the interscholastic program?
3. Are interscholastic sports available to all students, boys and girls alike?
4. Are adequate health standards being met in respect to amount of practices, number of games, fitness of participants, and type of competition?



Fig. 87. Are interscholastic sports available to all students? (Lincoln High School, Yonkers, N. Y.)

5. Is competition provided by schools of a similar size?
6. Is the program justifiable as an important educational tool?
7. Are academic standards for participants maintained?
8. Are good public relations with the community furthered through this program?

Aquatics

1. Are maximum instruction and participation opportunities made available to all students?
2. Is superior care taken in cleaning and maintaining the pool area—with proper checks on water chlorination, temperature, and filter system?
3. Is adequate supervision by qualified personnel available at all times?
4. Are health standards of cleanliness and rules requiring freedom from infection enforced at all times?
5. Are proper safety regulations enforced at all times?
6. Does student achievement indicate value of the program?
7. Are competitive swimming and diving events properly officiated and controlled?
8. Is swimming on the intermediate level a requirement for graduation?

Administration

1. Is the teaching staff well qualified and capable of carrying out the program?
2. Is the program run efficiently with little loss of teaching time or space, and is maximum use made of facilities?
3. Are professional standards maintained as to class size and teacher assignment?
4. Is the departmental organization on a democratic basis, with all members sharing in the decisions?
5. Do members of the staff have a professional outlook, attend professional meetings, and keep up with the latest developments in the field?
6. In what areas have scientific tests and research been made for contribution to the profession?

These are just a few sample questions that might be used in evaluating program administration. The key to successful evaluation of this type lies in the follow-up steps for improvement.

POINTS TO REMEMBER

1. There are many important factors to be considered when selecting tests for evaluation, such as validity and reliability.
2. There are many types of tests useful in evaluating pupil achievement in the four goals of physical education.
3. Teacher-made tests of knowledge and skills must be constructed according to certain principles.
4. Evaluation of program administration is effective only in terms of the way the results are used for improved programming.

PROBLEMS TO THINK THROUGH

1. Should skill tests be administered both at the beginning of a sports unit and at the end? What factors should be considered in planning this?
2. Should a written knowledge test be given at the close of every sports unit?
3. When should physical fitness testing be done—at the beginning, middle, and/or end of the year?
4. Should tests of social development be given within a single sports unit? What type? At what other times of the year might they be given?
5. Under what circumstances might teacher-made tests be more valuable than standardized tests?
6. Of what value are tests of social interests and attitudes?
7. To what uses might the results of physical fitness tests be put?

CASE STUDY FOR ANALYSIS

A high school physical education program consists of classes which meet twice a week. The department wishes to gather factual evidence that would point up, to the administration, the need for expanding the program and convince them of the value of a daily class in physical education. What evaluation techniques would be useful to promote this argument?

EXERCISES FOR REVIEW

1. Define validity of a test, and explain.
2. Define reliability of a test, and explain.
3. Devise a sample knowledge test of volleyball rules for seventh grade girls or boys.
4. Administer one physical fitness test item to a group and compare the scores with national norms.
5. Prepare a set of directions to be given orally before administering a written knowledge test to a class.
6. Select a specific skill essential to the game of basketball and devise a simple test for measuring its performance.
7. Look up a standardized skill test in one of the source books and evaluate its suitability for use in a near-by high school.
8. Make a sociometric study of a group or team presently established and evaluate the individual status of participants.

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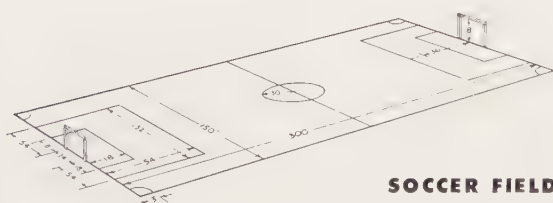
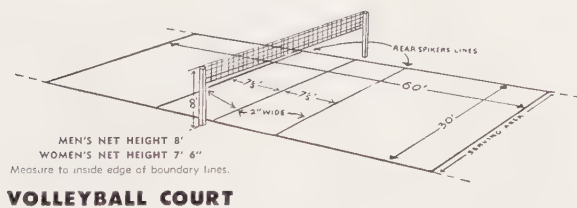
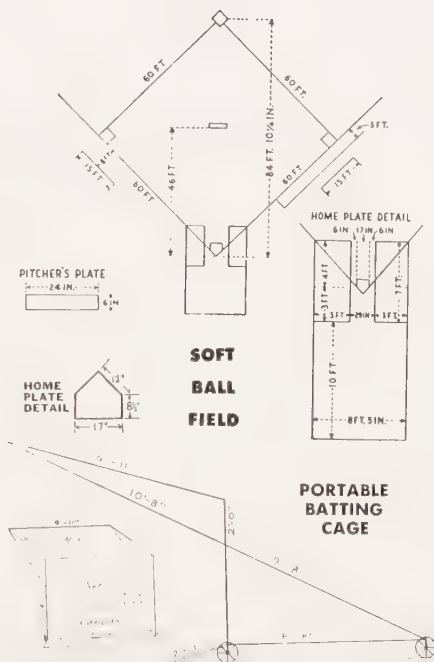
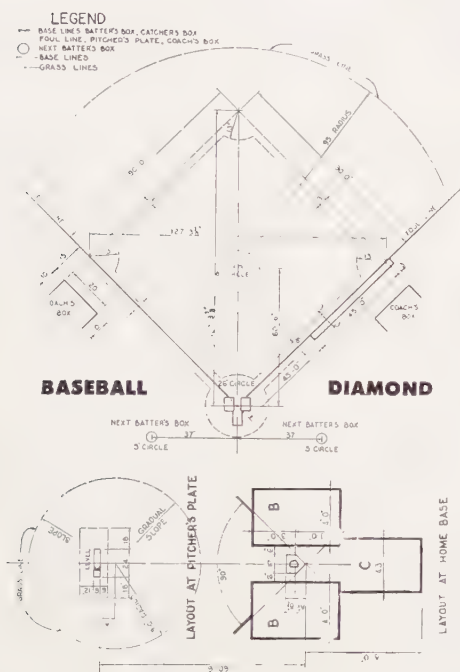
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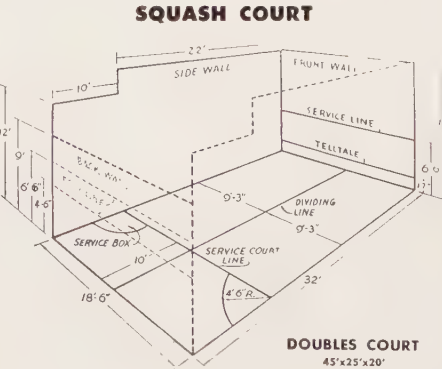
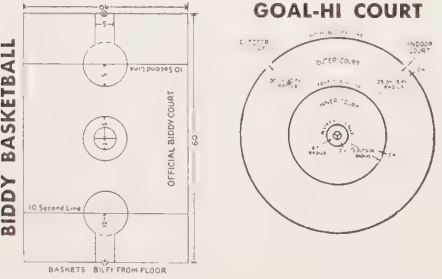
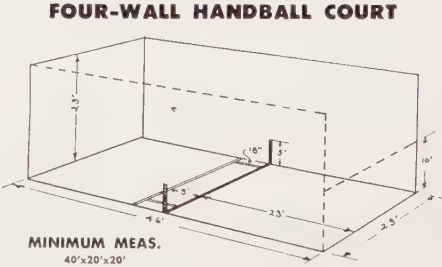
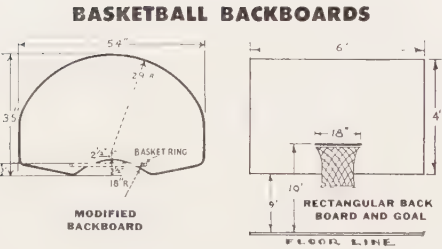
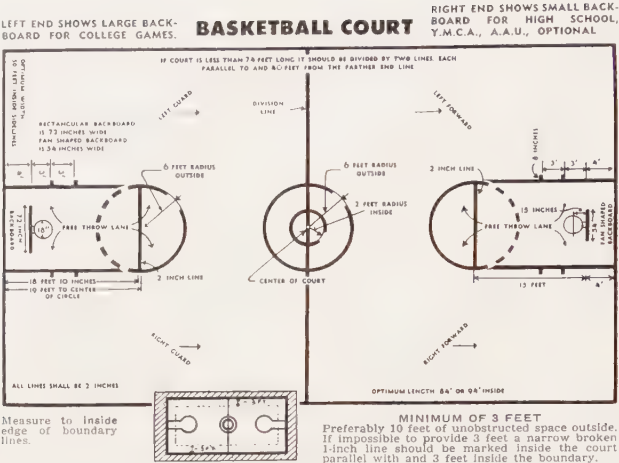
Part Eight

Appendix

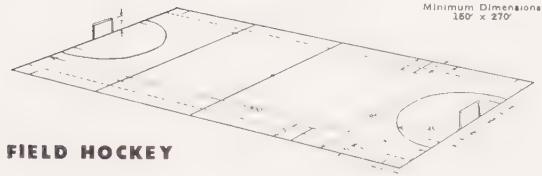
Field and court diagrams



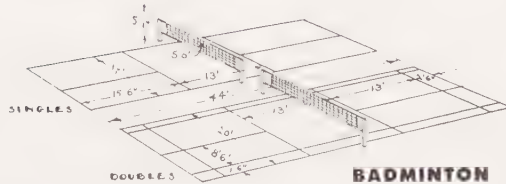
(From Athletic Field and Court Diagrams; courtesy Lowe and Campbell Athletic Goods,
Kansas City, Mo.)



(From Athletic Field and Court Diagrams; courtesy Lowe and Campbell Athletic Goods, Kansas City, Mo.)



FIELD HOCKEY



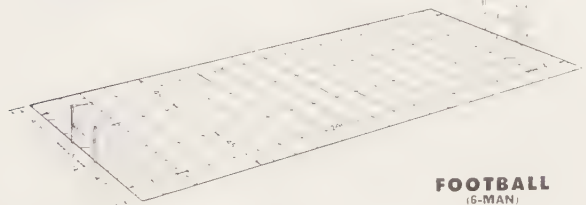
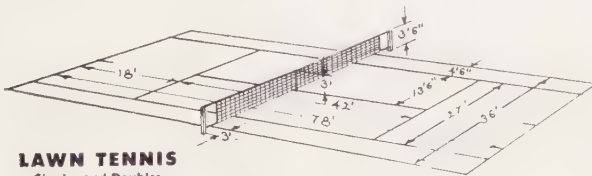
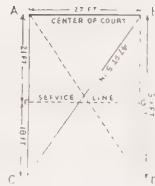
HOW TO LAY OUT A TENNIS COURT

First spot place for net posts, 42 feet apart. Measure in on each side $7\frac{1}{2}$ feet and plant stakes 27 feet apart at points A and B in diagram.

Then take two tape measures and attach to each peg—one tape 47 feet 5 inches, the other 39 feet. Pull both taut in such directions that at these distances they meet at point C. This gives one corner of the court. Interchange the tapes and again measure to get point D. Points C and D should then be 27 feet apart. Put in pegs at C and D and measure 18 feet toward net and put in pegs to denote service lines.

Proceed in same way for the other half of court and add center line from service line to service line—distance 42 feet. Then add $4\frac{1}{2}$ feet on each side for alleys. Alleys should then be 3 feet inside posts on each side. Put in permanent pegs to mark all corners.

Measure to outside edge of boundary lines.



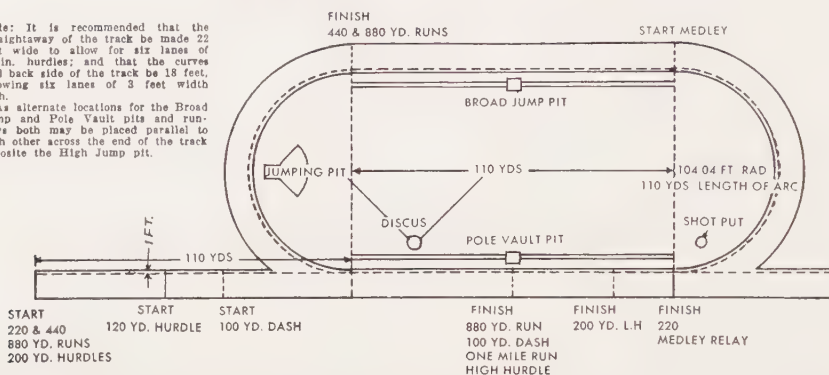
(From Athletic Field and Court Diagrams; courtesy Lowe and Campbell Athletic Goods, Kansas City, Mo.)

QUARTER-MILE TRACK

Approved by the National Federation of State High School Athletic Associations

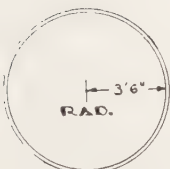
Note: It is recommended that the straightaway of the track be made 22 feet wide to allow for six lanes of 42-in. hurdles; and that the curves and back side of the track be 18 feet, allowing six lanes of 3 feet width each.

As alternate locations for the Broad Jump and Pole Vault pits and runways both may be placed parallel to each other across the end of the track opposite the High Jump pit.

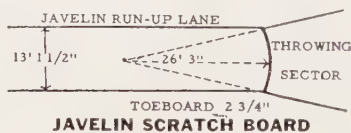


HANDICAPS—When races, run in lanes, start on the straightaway and relay exchanges are made on the straightaway, the "staggered" distance may be determined from the following tables. These figures apply to all tracks which are laid out with semi-circular turns, regardless of the number of laps to the mile.

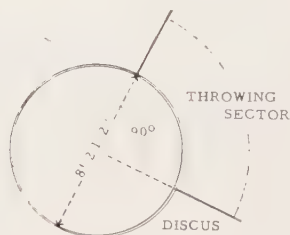
| For 30-inch Lanes | | | | | | | | | | | |
|---------------------------|-----------------------------|------------|------------|-------------|---------------------------|-------------------------|-----------------------------|-------------|-------------|-------------|-----|
| No. of turns to run..... | 4 | 3 | 2 | 1 | | | | | | | |
| Hdcp., Lane 2 over 1..... | 27' 2 1/2" | 20' 4 1/4" | 13' 7 3/4" | 6' 9" | | | | | | | |
| Lanes 3, 4, 5, 6, 7 & 8 | over next inside lanes..... | 31' 5" | 23' 6 1/4" | 15' 8 3/4" | 7' 10 1/4" | | | | | | |
| | | | | | | | | | | | |
| For 36-inch Lanes | | | | | For 42-inch Lanes | | | | | | |
| No. of turns to run..... | 4 | 3 | 2 | 1 | No. of turns to run..... | 4 | 3 | 2 | 1 | | |
| Hdcp., Lane 2 over 1..... | 33' 6" | 25' 1 1/4" | 18' 9" | 8' 4 1/4" | Hdcp., Lane 2 over 1..... | 39' 9 3/4" | 29' 10 1/4" | 19' 10 1/4" | 9' 11 1/4" | | |
| Lanes 3, 4, 5, 6, 7 & 8 | over next inside lanes..... | 37' 8" | 28' 3 1/4" | 18' 10 1/4" | 9' 5 1/4" | Lanes 3, 4, 5, 6, 7 & 8 | over next inside lanes..... | 43' 11 1/4" | 32' 11 1/4" | 21' 11 1/4" | 11' |



**SHOT PUT
and HAMMER THROW
CIRCLE**



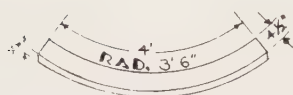
JAVELIN SCRATCH BOARD



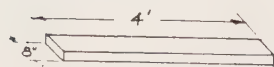
**POLE VAULT PIT
12' x 16' Min.**

**HIGH JUMP PIT
12' x 16' Min.**

**BROAD JUMP PIT
9' x 15' Min.**



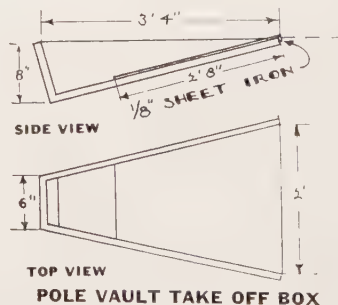
SHOT PUT STOP BOARD



BROAD JUMP TAKE OFF BOARD

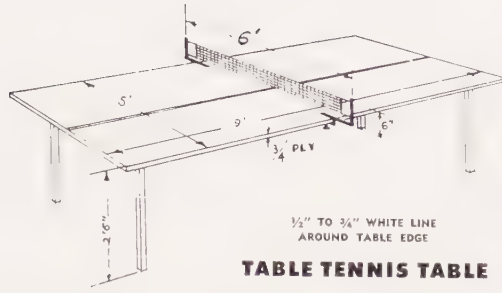
**RUNWAY
125' OR LONGER**

FIELD DETAILS



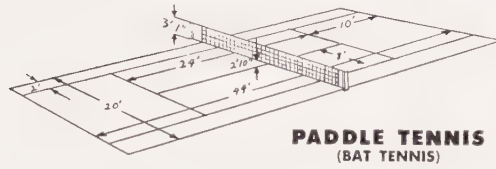
**TOP VIEW
POLE VAULT TAKE OFF BOX**

(From Athletic Field and Court Diagrams; courtesy Lowe and Campbell Athletic Goods, Kansas City, Mo.)

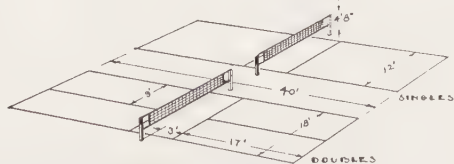
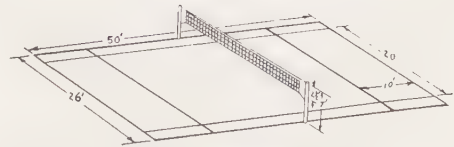
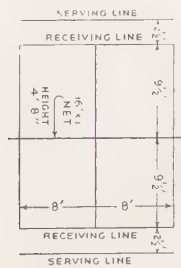
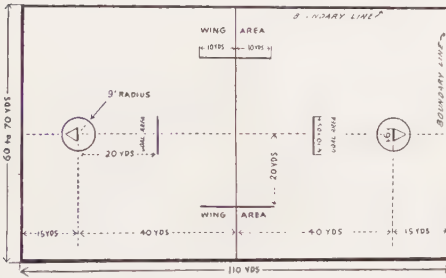
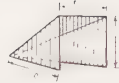


TETHER BALL

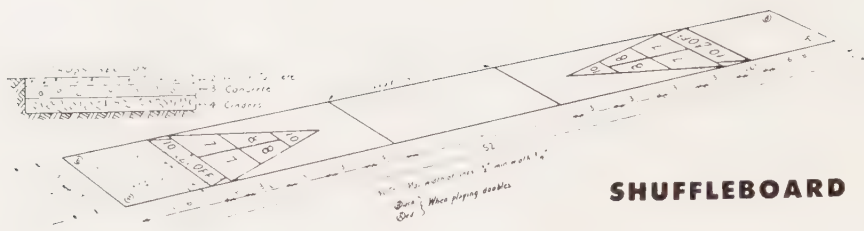
Court is circle 20' in diameter, with 10' pole in center. Locate two points 17'4" apart on circle and draw straight lines from each point through center of circle to opposite side of circle. Playing areas are triangles formed by the post and two points on circle.



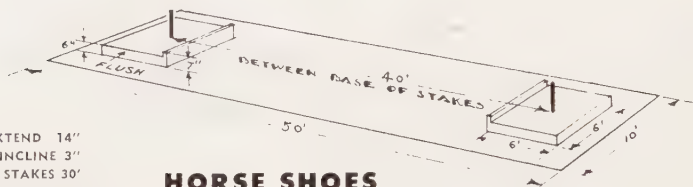
LACROSSE FIELD



(From Athletic Field and Court Diagrams; courtesy Lowe and Campbell Athletic Goods, Kansas City, Mo.)

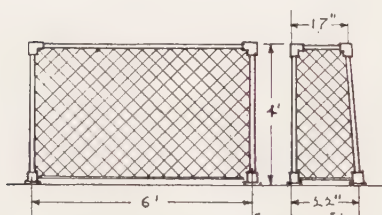


SHUFFLEBOARD

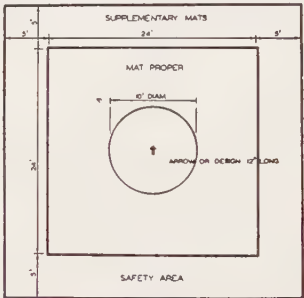


HORSE SHOES

1" X 3" STAKES EXTEND 14" ABOVE GROUND AND INCLINE 3" TOWARD EACH OTHER. STAKES 30' APART FOR WOMEN AND BOYS UNDER 16 YEARS.

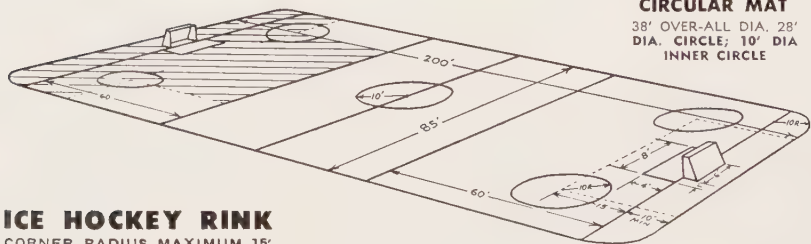


ICE HOCKEY GOAL



**RECOMMENDED MAT SIZE.
WRESTLING MAT**

CIRCULAR MAT
38' OVER-ALL DIA. 28'
DIA. CIRCLE; 10' DIA
INNER CIRCLE



ICE HOCKEY RINK
CORNER RADIUS MAXIMUM 15'

(From Athletic Field and Court Diagrams; courtesy Lowe and Campbell Athletic Goods, Kansas City, Mo.)

Tournament drawings

ROUND ROBIN TOURNAMENT

In this simple but efficient method, each team plays every other team once with the final standing determined on a percentage basis.

The following formula will apply to any number of teams, whether the total is odd or even. With an odd number of teams there is the same number of rounds; with an even number of teams there is one less number of games than teams.

FOR ODD NUMBER OF TEAMS

Assign to each team a number and then use only the figures in drawing the schedule. For example, in a league with 7 teams start with 1, putting down figures in the following order:

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 6-1 | 5-7 | 4-6 | 3-5 | 2-4 | 1-3 | 7-2 |
| 5-2 | 4-1 | 3-7 | 2-6 | 1-5 | 7-4 | 6-3 |
| 4-3 | 3-2 | 2-1 | 1-7 | 7-6 | 6-5 | 5-4 |

Note that the figures go down on the right side and up on the left. No. 7 draws a bye in the first round and the others play as indicated. With an odd number of teams, all numbers revolve and the last number each time draws a bye.

FOR EVEN NUMBER OF TEAMS

With an even number of teams the plan is the same except the position of No. 1 remains stationary and the other numbers revolve about it until the original combination is reached. For example, with 8 teams:

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 1-2 | 1-8 | 1-7 | 1-6 | 1-5 | 1-4 | 1-3 |
| 8-3 | 7-2 | 6-8 | 5-7 | 4-6 | 3-5 | 2-4 |
| 7-4 | 6-3 | 5-2 | 4-8 | 3-7 | 2-6 | 8-5 |
| 6-5 | 5-4 | 4-3 | 3-2 | 2-8 | 8-7 | 7-6 |

Two things only must be remembered: (1) With an even number of teams, No. 1 remains stationary and the other numbers revolve. (2) With an odd number of teams, all numbers revolve and the last number each time draws a bye.

LADDER TOURNAMENT



In a ladder tournament the competition is arranged by challenge and the tournament requires a minimum of supervision. A player may challenge either of the two players above him in the ladder; if the challenger wins, he exchanges places with the loser in the ladder. All challenges must be accepted and played at an agreed time. Players draw for positions in the ladder; a starting and closing date for the tournament must be announced. Each player carries his handicap against all players, in case handicaps are used.

PYRAMID TOURNAMENT

The pyramid tournament is similar to the ladder tournament except the design allows for more participating and challenging. After the original drawings are made any player may challenge any other player in the same horizontal row. If he wins he may then challenge anyone in the row above, the two change places in the pyramid.

| TOURNAMENT SCHEDULE CALCULATOR | | | | | |
|--------------------------------|-----|-------------------------------|------------------------|-----------------------|-----|
| Teams Entered | Bye | Single Elim. Bottom No. Games | Double Elim. No. Games | Round Robin. No Games | |
| 4 | 0 | 0 | 3 | 6 or 7 | 6 |
| 5 | 1 | 2 | 4 | 9 or 9 | 10 |
| 6 | 1 | 1 | 5 | 12 or 11 | 16 |
| 7 | 0 | 1 | 6 | 12 or 13 | 21 |
| 8 | 0 | 0 | 7 | 14 or 15 | 28 |
| 9 | 3 | 4 | 8 | 16 or 17 | 36 |
| 10 | 3 | 3 | 9 | 18 or 19 | 46 |
| 11 | 2 | 3 | 10 | 20 or 21 | 56 |
| 12 | 2 | 2 | 11 | 22 or 23 | 66 |
| 13 | 1 | 2 | 12 | 24 or 25 | 78 |
| 14 | 1 | 1 | 13 | 26 or 27 | 91 |
| 15 | 0 | 1 | 14 | 28 or 29 | 106 |
| 16 | 0 | 0 | 15 | 30 or 31 | |
| 17 | 7 | 8 | 16 | 32 or 33 | |
| 18 | 6 | 7 | 17 | 34 or 35 | |
| 19 | 6 | 6 | 18 | 36 or 37 | |
| 20 | 6 | 6 | 19 | 38 or 39 | |
| 21 | 5 | 6 | 20 | 40 or 41 | |
| 22 | 5 | 5 | 21 | 42 or 43 | |
| 23 | 4 | 5 | 22 | 44 or 45 | |
| 24 | 4 | 4 | 23 | 46 or 47 | |
| 25 | 3 | 4 | 24 | 48 or 49 | |
| 26 | 3 | 3 | 25 | 50 or 51 | |
| 27 | 2 | 3 | 26 | 52 or 53 | |
| 28 | 2 | 2 | 27 | 54 or 55 | |
| 29 | 1 | 2 | 28 | 56 or 57 | |
| 30 | 1 | 1 | 29 | 58 or 59 | |
| 31 | 0 | 1 | 30 | 60 or 61 | |
| 32 | 0 | 0 | 31 | 62 or 63 | |

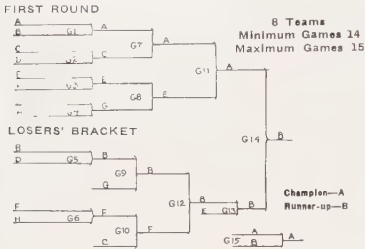
(From Athletic Field and Court Diagrams; courtesy Lowe and Campbell Athletic Goods, Kansas City, Mo.)

DOUBLE ELIMINATION TOURNAMENT

Two defeats eliminate an entry in this tournament. The losers in the first rounds move into the losers' bracket. The teams which advance farthest in either bracket meet each other in the final game. Should the winner of the losers' bracket defeat the winner of the first round bracket, the teams are rematched for the championship when one team will have lost two games.

Byes are distributed in the first round of the original elimination brackets as in a single elimination tournament, but in the first round of the losers' brackets byes must be arranged to avoid giving a second bye to an entry that has already had a bye. Also, at all stages of the losers' bracket, avoid pairing entries that have met in earlier rounds, if possible.

This type tournament is seldom used unless the entries are eight or less in number. If more than eight entries, double the process and the two winners meet for the title.



Formula for total number of games, with N representing Number of entries: $2(N-1)$ =Minimum Games to Play; $2(N-1)+1$ =Maximum Games to Play.

TYPES OF TOURNAMENT DRAWINGS

There are several different kinds of bracket arrangements that may be used in conducting tournament competition and the type of elimination is usually determined by several factors: (1) The type of activity. (2) The number of entries. (3) The amount of playing time. (4) Playing space and equipment. (5) Age of participants. (6) Officials available.

With a large number of entries it is sometimes desirable to run a combination tournament. For example: A double elimination—single elimination tournament. The winners of the double elimination brackets compete in a single elimination tournament to determine the ultimate champion.

Number of Byes. The first step before making a drawing for the bracket arrangement is to determine the number of entries.

When the number of competitors is 4, 8, 16, 32, 64 or 128, or any higher power of "2," they shall meet in pairs. When the number of competitors is not a power of "2" there shall be byes in the first round. For example: If there are 13 entries, a bracket of 16 with three byes is required. The purpose of having byes is to bring into the second round a number of competitors that is a power of "2." To determine the number of byes subtract the number of competitors from the next higher power of "2"; to determine the number of competitors in the first round subtract the number of byes from the total number of competitors. If the byes are an even number one half of them shall be placed at the top of the draw and one half at the bottom of the draw; if they are unevenly numbered there should be one more bye at the bottom than the top. The byes at the top half shall be the names first drawn. The next names drawn shall be placed in the first round. The byes in the bottom half are drawn last.

Seeding the Draw. It is a common practice to select the best teams or individuals and place them in the bracket so that they will not meet in the early rounds of the play. Two or more entries may be seeded—usually the four best are selected in a sixteen bracket and eight in a thirty-two name bracket. The seeded entrants are usually placed in the 1st, 5th, 9th, 13th, etc., bracket positions. The No. 1 and 4 seeded teams are generally placed in the first and fifth positions of the top bracket and the No. 2 and 3 seeded teams in the ninth and thirteenth positions of the lower bracket; or No. 1 and 3 in the upper with No. 2 and 4 seeded teams in the lower half.

CONSOLATION TOURNAMENT

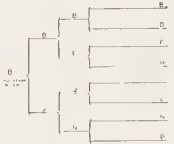
There are two types in general use: The consolation type tournament is generally used only when the number of entries is 8 or 16. In No. I bracket arrangement only the losers in the first round of play compete for consolation title. In No. II, the losers in all the rounds except the final of the upper bracket compete for 3rd and 4th place.

In both tournaments every team plays at least two games before being eliminated.

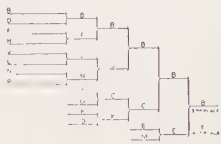
FIRST ROUND BRACKET—16 ENTRIES



TYPE I—CONSOLATION BRACKET



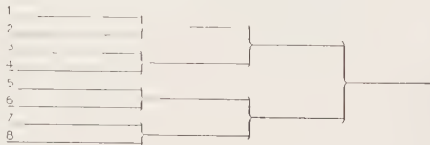
TYPE II—CONSOLATION BRACKET



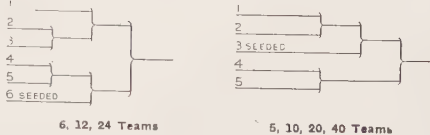
SINGLE ELIMINATION TOURNAMENT

If the contestants are of equal strength or their strength is not known, have a drawing for positions in the bracket. If the strength is known, seed the best teams so they will not meet in the early rounds. Place the seeded entries in the 1st, 5th, 9th, 13th, etc., positions.

All BYES must occur in the first round of play. The total number of games played is always one less than the number of entries. To determine the number of games that the winner would have to play count the powers of two in the number of entries, e. g., with 32 entries the winner plays 5 games.



Eight Teams—7 Games
Sixteen Teams—15 Games
Thirty-two Teams—31 Games



(From Athletic Field and Court Diagrams; courtesy Lowe and Campbell Athletic Goods, Kansas City, Mo.)

Health and adapted physical education forms

The following forms and records have been selected from the authors' files. School systems across the country which developed these forms are to be commended for their work.

Health Service

HEALTH CONSULTATION REQUEST

We are requesting the examination of

Date_____19__

NameSchool

because of the following causes:

Signature

Position

(Front)

The findings of our examination of the bearer are_____

Recommendation_____

Director of Health ServiceM. D.

(Back)

N. Y. S. H. S. Athletic Protection Plan — Physical Examination Card for School Year
EXAMINATION GIVEN AT BEGINNING OF EACH SPORT SEASON

Name _____ School _____
 Date of Birth _____ Grade _____ Weight _____ Height _____
 *IS THERE HISTORY OF: Fractures: Allergy:
 Heart Disease: Dislocation: Complicated _____ Antibiotics _____
 Congenital _____ Knee Cartilage _____ Uncomplicated _____ Pollens _____
 Acquired _____ Other Joints _____ Lung Disease _____ Drugs _____
 Hernia _____ Operations _____ Kidney Disease _____ Tetanus Inj. _____

***PHYSICAL EXAMINATION (N—Normal) (P—Pathology)**

Summary of positive findings to be explained on reverse side.

| | | |
|------------------------------|--------------------------------|------------------------------|
| Eyes (N) R _____ L _____ | Blood pressure—systolic _____ | Hernia _____ |
| Glasses R _____ L _____ | _____ diastolic _____ | Orthopedic _____ |
| Con. lens R _____ L _____ | Normal heart rate _____ | Extremities _____ |
| Ears hearing R _____ L _____ | Rate after exercise _____ | Abnormalities _____ |
| Chronic discharge _____ | Test (25 hops on 1 foot) _____ | Urinalysis recommended _____ |
| Lungs _____ Abdomen _____ | Rate after 2 min. rest _____ | for albumin & sugar _____ |

Indicate any known congenital defects _____

DENTAL: List any dental abnormalities _____

***IF SUSPECTED PATHOLOGY EXISTS, FURTHER CONSULTATION AND WORK-UP REQUIRED**

The above examination shows satisfactory condition to engage in:

Name of Sport _____

Date of Exam. _____

Fall

Winter

Spring

Signature of School Physician _____

THIS CARD TO BE RETAINED IN SCHOOL'S CUMULATIVE HEALTH RECORD FILE

Adviser _____

Student _____

Please report at the Nurse's Office as soon as possible regarding: _____

Thank you,

_____ R.N.

_____ R.N.

Date _____

GIRLS' GYM

Please excuse _____,
adviser _____, from showers because
of _____
until _____

She is under treatment _____. She is
not under treatment _____. Thank you.

Date _____

HEALTH PERMIT TO "SIGN OUT" OF SCHOOL OFFICE

To Student: After this slip has
Date _____ been signed by the Nurse, present
it at the Registrar's Office, Room
Time _____ 324, before you leave school.

Student's name _____
(Last) (First)

Telephone number _____ Adviser _____

Signed _____ R.N.

To Registrar's Office: This is the Health De-
partment's authorization for the above-named
student to "sign out" of school immediately.

Remarks:

Teacher _____

JUNIOR HIGH SCHOOL GROWTH RECORD

School _____ Year _____ Date _____

| HEALTH, SAFETY AND PHYSICAL EDUCATION | NOV. | JAN. | APR. | JUNE |
|--|------|------|------|------|
| 1. Shows cooperative spirit | | | | |
| 2. Respects personal and public property | | | | |
| 3. Recognizes and accepts responsibility | | | | |
| 4. Is courteous | | | | |
| 5. Makes good use of time and materials | | | | |
| 6. Uses health knowledge | | | | |
| 7. Practices safety | | | | |
| 8. Shows skill in activities | | | | |
| 9. Shows leadership | | | | |
| | | | | |
| | | | | |

(Front)

| Teacher's Comments | Parent's Comments |
|--------------------|-------------------|
| 1. _____ _____ | 1. _____ _____ |
| 2. _____ _____ | 2. _____ _____ |
| 3. _____ _____ | 3. _____ _____ |
| 4. _____ _____ | |

(Back)

Department of Physical Education
PUPIL EXERCISE CARD

Name _____ Date _____ Period _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

(Front)

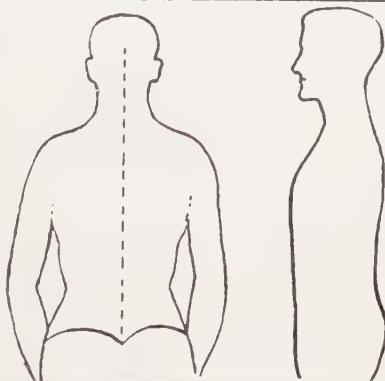
Knees. _____

Feet. _____

Body
Alignment _____

Posture
Habits _____

Misc. _____



MEASUREMENTS:

Hips: _____

Thighs: _____

Bust: _____

Waist: _____

Average Weight: _____

(Back)

HEIGHT AND WEIGHT CARD

Name _____ Teacher _____ Period _____

Grade _____

| | | | | | | | | | | | | | | | | | |
|---------|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Date | | | Date | | | | | | | | | | | | | | |
| Age | | | Weight | | | | | | | | | | | | | | |
| Height | | | — + % | | | | | | | | | | | | | | |
| Weight | | | Date | | | | | | | | | | | | | | |
| Average | | | Weight | | | | | | | | | | | | | | |
| — + % | | | — + % | | | | | | | | | | | | | | |

Remarks:

PHYSICAL EXAMINATION PERMIT

(This appointment must be kept. No excuse will be considered adequate.)

Adviser _____ Date _____

_____ is to be excused from class at _____ to have a physical examination.

Boys report to the training room in the gym. Girls report to the Nurse's Office, room 205.

Time student completed examination _____

Released by: _____

Time student returned to class _____

Signature of teacher _____

The teacher who receives this permit should return it to the adviser who should check to see that the time interval is reasonable.

DEPARTMENT OF PHYSICAL EDUCATION FOR GIRLS

Dear Parent:

For many years, the Girls' Health and Physical Education Department has had a policy to protect the eyes of those girls who wear glasses. It has been our practice to ask the girl to remove the glasses. However, if the use of the glasses makes a great deal of difference, we ask the girl to protect her glasses and her eyes by wearing glasses guards. Unfortunately, since these guards are not things of beauty nor comfortable to wear, we do have an occasional student who refuses to wear them. In such instances we have taken particular care to explain the reasons for the policy and why it is important. The answer usually is that the student will take full responsibility for any accident which might occur; obviously, however, this is no substitute for protection.

We want you to understand our policies in protecting students' eyes and ask you to urge your daughter to cooperate in wearing glasses guards for her own protection. You will agree, we believe, that we have tried to take every precaution.

We are sure that you understand our position and that you will urge your daughter to take advantage of the protection which is provided.

Yours very truly,

Instructor, Girls' Health and
Physical Education Department

[illegible]

(Front)

| | B | A | B | A | B | A |
|-------------------------------|---|---|---|---|---|---|
| Health Instruction | | | | | | |
| First Aid Record | | | | | | |
| Swim Test | | | | | | |
| Physical Education Record | | | | | | |
| Miscellaneous Record | | | | | | |
| Assigned to: | | | | | | |
| Class | | | | | | |
| Instructor | | | | | | |
| Period | | | | | | |
| Withdrawn (Mo. & Yr.) | | | | | | |
| Junior High Honor Health Club | | | | | | |
| Notes: | | | | | | |

THE STATE EDUCATION DEPARTMENT
DIVISION OF HEALTH AND PHYSICAL EDUCATION

FORM FOR USE WHEN MAKING SPECIAL ADAPTATIONS
OF PHYSICAL EDUCATION TO MEET INDIVIDUAL PUPIL NEEDS

.....School

To Dr. Family Physician Date

Regarding the physical education activities of your patient.....
we shall appreciate your cooperation in filling out this blank and returning it at your earliest
convenience to..... principal of
school.

All pupils registered in the schools of are required by the Education Law
to attend courses of instruction in physical education. These courses are required to be adapted
to meet individual pupil needs. This means that a pupil who is unable to participate in the
entire program should have his activities modified to meet his needs and/or improve his condition.
Specific activities are provided for children who are below par physically and require special
attention for the following conditions:

(Check the condition which applies to this pupil)

- | | | |
|------------------------|-------|--------------------------------|
| Postoperative | ..... | Defective posture (functional) |
| Convalescent | ..... | Flabby musculature |
| Cardiac | ..... | Foot defects |
| Faulty nutrition | ..... | Others (specify) |
| Early fatigue | ..... |  |

The following is a general list of activities included in the physical education program:

| V | M | N | | V | M | N | |
|-------|-------|-------|---------------------------------|-------|-------|-------|----------------------|
| | | | Apparatus | ..... | ..... | ..... | * |
| | | | Athletics | ..... | ..... | ..... | Swimming |
| | | | Dual combat | ..... | ..... | ..... | Recreational sports |
| | | | Self-testing stunts | ..... | ..... | ..... | Marching tactics |
| | | | Calisthenics and free exercises | ..... | ..... | ..... | Quiet games |
| | | | Mimetics | ..... | ..... | ..... | Corrective exercises |
| | | | Rhythms and dances | ..... | ..... | ..... | Rest |
| | | | Running games | ..... | ..... | ..... |  |

This is to certify that I have examined
and recommend that he should participate only in the activities that are checked above for a
period of.....weeks.

Remarks:

Family Physician

Date

NOTE. This report will be attached to the child's school health record and a duplicate made for the
physical education office.

DEPARTMENT OF PHYSICAL EDUCATION FOR GIRLS

To the Examining Physician:

The administration of our high school wishes to cooperate with the family physician in its endeavor to provide the girls of the school with healthy and well-coordinated bodies. We feel that our physical education program is sufficiently flexible and broad enough in its scope to provide each student who is physically capable of attending school with some form of beneficial exercise.

There will naturally be some students in whom a period of rest alone is advisable. However, these should be extremely few in number. In our restricted physical education classes rest, relaxation, mild games, and posture work are stressed, and it is possible to adapt the work to the individual's strength.

Our department of physical education would greatly appreciate any suggestions that the physician has to offer and would welcome the privilege of conferring with him concerning the beneficial possibilities of their program in building the strength of his patient.

In order that the school may fulfill its purpose, we are asking all physicians whose patients are physically unable to participate in our physical education program or need their activity limited to fill out the accompanying blank.

We greatly appreciate your help and cooperation.

Yours very sincerely,

Superintendent

DEPARTMENT OF PHYSICAL EDUCATION FOR GIRLS

Name _____, _____ Adviser _____
(Last) (First)

I have examined the above-named student and recommend that she be allowed to participate only in those activities which have not been crossed out.

A. Strenuous

B. Intermediate

C. Mild

Basketball
Field hockey
Games--relay races
Intramural swimming
Lacrosse
Lifesaving
Rhythmic dancing
Speedball

- Badminton
- Baseball
- Corecreational games
- Deck tennis
- Gymnastic exercises
- Horseback riding
- Recreational leadership
- Social dance
- Swimming
- Tennis

- Archery
- Corrective or posture exercises
- Restricted class
- Croquet
- Individual exercises
- Modified games
- Quiet social games
- Relaxation
- Table tennis
- Walking

If the condition of the above-named student is such at the present time that complete rest is desirable during physical education classes, please indicate this and the number of days for which the student should continue in rest.

Up to the date of _____, please restrict this student's activities as indicated above. She is under my care for _____.

(Ailment)

I would further like to suggest that the Department of Physical Education could contribute to the well-being of this girl in the following manner:

Signed _____
(Examining Physician)

Address

Date _____

Telephone _____

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR BOYS

Student's name _____ Address _____ Telephone _____

Adviser _____

The range and latitude of the health and physical education program at our high school is so varied that every pupil able to be in school should derive benefit from some phase of this program. Daily classes of 40 minutes, with about 15 minutes for undressing, showers, and dressing, leaves 25 minutes for actual activity.

Please check (✓) either generally or individually the types of physical education which you recommend for this pupil.

| STRENUOUS() | MODERATE () | MILD () |
|---|--|--|
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Bag punching | <input type="checkbox"/> Badminton practice |
| <input type="checkbox"/> Boxing | <input type="checkbox"/> Club swinging | <input type="checkbox"/> Corrective exercises |
| <input type="checkbox"/> Calisthenics | <input type="checkbox"/> Practice hand ball | <input type="checkbox"/> Free throwing |
| <input type="checkbox"/> Hand ball | <input type="checkbox"/> Running and walking | <input type="checkbox"/> Horseshoes |
| <input type="checkbox"/> Commando course | <input type="checkbox"/> Shooting baskets | <input type="checkbox"/> Playing catch |
| <input type="checkbox"/> Rope climbing | <input type="checkbox"/> Swimming (noncompetitive) | <input type="checkbox"/> Swimming (recreational) |
| <input type="checkbox"/> Running half mile | <input type="checkbox"/> Table tennis | <input type="checkbox"/> Tennis practice |
| <input type="checkbox"/> Soccer | <input type="checkbox"/> Tennis practice | <input type="checkbox"/> Throwing at target |
| <input type="checkbox"/> Swimming (competitive) | <input type="checkbox"/> Tossing medicine balls | <input type="checkbox"/> Walking |
| <input type="checkbox"/> Tumbling--gymnastics | <input type="checkbox"/> Touch football | _____ |
| <input type="checkbox"/> Wrestling | <input type="checkbox"/> Volley ball | _____ |
| _____ | _____ | _____ |

If the condition of this student is such at present that complete rest (recumbent position in bed) is desirable during his physical education class period, please indicate this and give the number of days he should continue these supervised rest periods. _____

If any other information should be given for the welfare of this boy, add same here or feel free to call Mr. _____ any school day at the high school, Central 1-2400.

Up to the date of _____ please restrict this student's activities as indicated above. He is under my care for _____

Signed _____
(Examining Physician)

Address _____

Date _____

Telephone _____

DEPARTMENT OF PHYSICAL EDUCATION FOR BOYS

| | | | | |
|-------------|--------------|-----------|----------------|-----------------|
| (Last name) | (First name) | (Adviser) | (Form secured) | (Form returned) |
|-------------|--------------|-----------|----------------|-----------------|

Physician's Partial or Complete Waiver for Swimming

I have examined the above-named boy and recommend that his swimming be restricted as indicated below (please check):

The present required physical education swimming program for this boy includes every _____ within the following dates: _____

This boy may engage in STRENUOUS () MODERATE () MILD RECREATIONAL () swimming, but

He should not dive.()

He should not put his head under water.()

He may swim but should wear a nose clip.()

This boy should NOT participate in any swimming.()

Please list any other restrictions and reasons for same with time involved so that a program may be arranged to his advantage.

Signed _____ Telephone _____ Date _____
(Physician) (Exchange) (Number)

To Be Filled Out By Student

Have you participated in swimming classes previously at this school?_____

Check below the approximate distance you are now capable of swimming:

None ()

One length of pool, 25 yd. ()

Two lengths of pool.....()

100 yd. or more ()

Signed _____
(Student)

Note: Nonswimmers are often admitted to the pool from three to five times per week with individual help, resulting in rapid improvement. We live in an area where swimming is almost a "must" for fun, health, and safety. Don't miss this wonderful opportunity.

This form, properly filled out and signed, is to be returned to the BOYS' HEALTH OFFICE.

GIRLS' HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Name _____ Date _____

Homeroom _____ R _____ S _____

A notification has been received from the Health Service which specifies that your classification for participation in physical education and G.A.A. intramurals is the following:

| <u>Classification</u> | <u>Activity Requirements</u> |
|--|--|
| _____ A | Regular physical education--no limitation in G.A.A. intramurals |
| _____ B | Regular physical education--no G.A.A. intramural participation without special permission from Health Service |
| _____ Special | Assigned to special class which does not have activities demanding strenuous or prolonged exertion--no G.A.A. intramurals without special permission from Health Service |
| _____ Rest | Assigned to rest in Health Service--no G.A.A. intramurals |
| _____ Dropped | No physical education; program changed, to report to homeroom--no G.A.A. intramurals without special permission from Health Service |
| _____ No physical education until further notice | Excused temporarily and to report to homeroom--no G.A.A. intramurals without special permission from Health Service |

If your classification is anything except "A" you are not to participate in any G.A.A. intramural activities after school unless special permission is granted by the Health Service. This is your official and latest classification and is now in effect.

Chairman, Girls' Health and
Physical Education Department

Dear Parents:

The health inspection given to all students has a twofold purpose:

1. To make certain insofar as possible that no student having a serious physical condition participates in the regular physical education program until such conditions be remedied.

2. To discover possible conditions which should be called to the attention of both you and your family physician.

This inspection might reveal a temporary situation such as a throat condition, which might have improved between the time of the school inspection and your family physician's examination at a later date.

On the other hand, every year follow-up examinations have shown that certain of the conditions brought to light by the school inspection are serious and require immediate attention.

Attached to this letter you will find mention of the special health situation which we suggest be brought immediately to the attention of your family physician.

Very sincerely yours,

Superintendent

| PHYSICAL EXAMINATION RECORD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|---------------|----------------|---------------|----------|-----------------|---------|-----------------|----------|---------------|---------------|---------------|--------|--------|-------|----------|---------|----------|----------|---------|---------------|------------|----------------|-------|----------|------------|---------|----------|----------|
| NAME _____ | | LAST _____ | | ADVISER _____ | | TELEPHONE _____ | | PHYSICIAN _____ | | | | | | | | | | | | | | | | | | | | | |
| PARENT OR GUARDIAN _____ | | | | ADDRESS _____ | | | | DENTIST _____ | | | | | | | | | | | | | | | | | | | | | |
| PLEASE CHECK IF YOU HAVE HAD THE FOLLOWING DISEASES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Head Injuries</td> <td>Neck Injuries</td> <td>Back Injuries</td> <td>Wounds</td> <td>Scalds</td> <td>Boils</td> <td>Ringworm</td> <td>Scabies</td> <td>Trachoma</td> <td>Trachoma</td> </tr> <tr> <td>Measles</td> <td>Scarlet Fever</td> <td>Diphtheria</td> <td>Whooping Cough</td> <td>Polio</td> <td>Smallpox</td> <td>Chickenpox</td> <td>Measles</td> <td>Trachoma</td> <td>Trachoma</td> </tr> </table> | | | | | | | | | | Head Injuries | Neck Injuries | Back Injuries | Wounds | Scalds | Boils | Ringworm | Scabies | Trachoma | Trachoma | Measles | Scarlet Fever | Diphtheria | Whooping Cough | Polio | Smallpox | Chickenpox | Measles | Trachoma | Trachoma |
| Head Injuries | Neck Injuries | Back Injuries | Wounds | Scalds | Boils | Ringworm | Scabies | Trachoma | Trachoma | | | | | | | | | | | | | | | | | | | | |
| Measles | Scarlet Fever | Diphtheria | Whooping Cough | Polio | Smallpox | Chickenpox | Measles | Trachoma | Trachoma | | | | | | | | | | | | | | | | | | | | |
| BIRTH DATE _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What operations have you had? _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Give type of operation and dates _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What serious injuries have you had? _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Specify injury and date _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Remarks _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Age _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Weight _____ | | Height _____ | | Weight _____ | | Height _____ | | Weight _____ | | | | | | | | | | | | | | | | | | | | | |
| Development _____ | | Height _____ | | Weight _____ | | Height _____ | | Weight _____ | | | | | | | | | | | | | | | | | | | | | |
| Nourishment _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SKIN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Acne _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ringworm _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plantar Warts _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vision R _____ L _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Esophthalmos _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Conjunctiva _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EARS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hearing R _____ L _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Discharge R _____ L _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cerumen R _____ L _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NOSE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Obstruction _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SINUSES _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MOUTH _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| THROAT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tonsils _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adenoid Removal _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Removed _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NECK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thyroid _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pulsation of Vessels _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHEST _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LUNGS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Palpation _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percussion _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Auscultation _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Continued Below) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | |
|--------------------------------|--|--|--|--|--|--|--|--|--|
| HEART | | | | | | | | | |
| Murmurs _____ | | | | | | | | | |
| PULSE | | | | | | | | | |
| At Rest _____ | | | | | | | | | |
| After Exercise, 20 hops _____ | | | | | | | | | |
| After 2 Min Rest _____ | | | | | | | | | |
| SPINE AND POSTURE _____ | | | | | | | | | |
| ABDOMEN _____ | | | | | | | | | |
| HERNIA _____ | | | | | | | | | |
| GENITALS | | | | | | | | | |
| Varicocele _____ | | | | | | | | | |
| Hydrocele _____ | | | | | | | | | |
| Speech Defect _____ | | | | | | | | | |
| NEUROUS SYSTEM | | | | | | | | | |
| Coordination _____ | | | | | | | | | |
| Tremor _____ | | | | | | | | | |
| FEET _____ | | | | | | | | | |
| Classification _____ | | | | | | | | | |
| Reason _____ | | | | | | | | | |
| Length of Time _____ | | | | | | | | | |
| Comments and Suggestions _____ | | | | | | | | | |
| SUMMARY | | | | | | | | | |
| Excused from Swimming _____ | | | | | | | | | |
| How Long? _____ | | | | | | | | | |
| Excused from Showers _____ | | | | | | | | | |
| How Long? _____ | | | | | | | | | |
| REMARKS _____ | | | | | | | | | |

Class "A"—Unrestricted physical education activity.
 Class "B"—Regular physical education but no intramural competition.
 Class "C"—Restricted physical education activity (special classes).
 Class "D"—Supervised rest.

X—Means defect present.
 XX—Means defect needs attention—parents notified.
 XXX—Means defect needs immediate attention—parents notified.

| PART I | | | | | | | | | | HEALTH RECORD | | | | | | | | | |
|---|--|--|--|--|-------------|--|--|--|--|---------------------------|--|--|--|--|--|--|--|--|--|
| PERSONAL DATA | | | | | FAMILY DATA | | | | | PHYSICIAN DATA | | | | | | | | | |
| PATIENT | | | | | FAMILY | | | | | PHYSICIAN | | | | | | | | | |
| NAME | | | | | ADDRESS | | | | | DATE OF BIRTH | | | | | | | | | |
| ADDRESS | | | | | PHONE | | | | | PLACE OF BIRTH | | | | | | | | | |
| FATHER | | | | | MOTHER | | | | | TO BE CALLED IN EMERGENCY | | | | | | | | | |
| NAME | | | | | NAME | | | | | NAME | | | | | | | | | |
| SCHOOL | | | | | PLACE | | | | | COUNTY | | | | | | | | | |
| BIRTHPLACE | | | | | BIRTHPLACE | | | | | BIRTHPLACE | | | | | | | | | |
| DATE | | | | | DATE | | | | | DATE | | | | | | | | | |
| CHICKEN POX | | | | | | | | | | TBC. IN ASSOCIATES | | | | | | | | | |
| MEASLES | | | | | | | | | | WHOOPING COUGH | | | | | | | | | |
| GERMAN MEASLES | | | | | | | | | | RUNNING EARS | | | | | | | | | |
| MUMPS | | | | | | | | | | TONSILLECTOMY | | | | | | | | | |
| DIPHTHERIA | | | | | | | | | | SERIOUS INJURY | | | | | | | | | |
| SCARLET FEVER | | | | | | | | | | | | | | | | | | | |
| PREVENTATIVE AND CONTROL MEASURES | | | | | | | | | | HISTORY | | | | | | | | | |
| IMMUNIZATIONS | | | | | | | | | | COLOR PERCEPTION | | | | | | | | | |
| SMALL POX | | | | | | | | | | TUBERCULIN | | | | | | | | | |
| DIPHTHERIA | | | | | | | | | | CHEST X-RAY | | | | | | | | | |
| ANNUAL HEALTH EXAMINATION RECORD | | | | | | | | | | | | | | | | | | | |
| AGE | | | | | | | | | | | | | | | | | | | |
| GRADE | | | | | | | | | | | | | | | | | | | |
| DATE OF PHYSICIAN'S EXAM. | | | | | | | | | | | | | | | | | | | |
| ATTENDANCE | | | | | | | | | | | | | | | | | | | |
| SCHOLASTIC RATING * | | | | | | | | | | | | | | | | | | | |
| HEIGHT | | | | | | | | | | | | | | | | | | | |
| WEIGHT | | | | | | | | | | | | | | | | | | | |
| EYES | | | | | | | | | | | | | | | | | | | |
| EARS | | | | | | | | | | | | | | | | | | | |
| NOSE | | | | | | | | | | | | | | | | | | | |
| MOUTH | | | | | | | | | | | | | | | | | | | |
| THROAT | | | | | | | | | | | | | | | | | | | |
| LUNGS | | | | | | | | | | | | | | | | | | | |
| HEART | | | | | | | | | | | | | | | | | | | |
| SKIN (NON-COMMUNICABLE) | | | | | | | | | | | | | | | | | | | |
| HERNIA | | | | | | | | | | | | | | | | | | | |
| NERVOUS SYSTEM (SPECIFY IN EXPLANATION) | | | | | | | | | | | | | | | | | | | |
| SPEECH | | | | | | | | | | | | | | | | | | | |
| GENERAL CONDITION * | | | | | | | | | | | | | | | | | | | |
| SIGNATURE OF PHYSICIAN | | | | | | | | | | | | | | | | | | | |

CODE: N or blank space no defect found; x, observation (not to be reported or followed); xx, Defect (to be reported and followed); xxx, Severe Defect (report and immediate follow-up); I, Irremediable defect (already followed); S.R., Supplementary Record; *Good, Fair, Poor; **V.A., visual acuity; o, with Glasses; s, without Glasses.

NOTE: The Physician's signature is a guarantee that the indicated examination is complete.

Physical education activity, skill, and squad forms

The following forms and records have been selected from the authors' files. School systems across the country which developed these forms are to be commended for their work.

PHYSICAL EDUCATION DEPARTMENT

BASKET CARD

SCHOOL_____HOMEROOM_____

BASKET NUMBER_____

(READ OTHER SIDE)PUPIL'S SIGNATURE_____

PHYSICAL EDUCATION DEPARTMENT

PUPIL RECORD CARD

NUMBER_____

BASKET_____

SQUAD_____

NAME (LAST) (FIRST) (MIDDLE) _____

ADDRESS (LAST) (FIRST) (MIDDLE) _____

PARENT'S NAME (LAST) (FIRST) (MIDDLE) _____

AGE _____

ROOM_____

PERIOD_____

GRADE_____

TEACHER (FIRST) (LAST) _____

TELEPHONE (FIRST) (LAST) _____

CLASSIFICATION_____

WEIGHT _____

HEIGHT _____

INCHES _____

MONTHS _____

YEARS _____

DAILY RECORD — MAXIMUM 45 POINTS

45 40 35 30 25 20 15 10 5

45 40 35 30 25 20 15 10 5

TOTALS

1 2 3

DATE _____

1 2 3

EVALUATION

ACTIVITY EVALUATION

ORIENTATION OR PROGRESS

SIX WEEKS

SIX WEEKS

SIX WEEKS

HEALTH INSTRUCTION EVALUATION

OBJECTIVE OR SUBJECTIVE

SIX WEEKS

SIX WEEKS

SIX WEEKS

TERM

(Front)

IMPORTANT

1. Don't lose this card. Keep in wallet.

2. Report loss of card to Instructor immediately.

3. Don't lend card to anyone.

4. Always present card for equipment.

5. Remember! The roll is checked by this card.

TESTS

MAXIMUM SCORE IS (AVERAGE OR ABOVE: 5 POINTS; BELOW: 1 POINT)

SELECT 3 SKILLS

| SKILLS | TESTS | POINTS | SKILLS | TESTS | POINTS |
|---|-------|--------|---------------|-------|--------|
| PUSH-UP | | | FOUL SHOT | | |
| PULL-UP | | | V. BALL SERVE | | |
| SIT-UP (MIN.) | | | S. BALL THROW | | |
| PASS (YDS.) | | | POT. RACE | | |
| PUNT (YDS.) | | | 40-YD. DASH | | |
| GOALS (MIN.) | | | TENNIS SERVE | | |
| ET. BRD. JUMP | | | GOLF PUTT | | |
| SHOT (8 LBS.) | | | STEADINESS | | |
| DASH (50 YDS.) | | | DEPTH PER. | | |
| R. BRD. JUMP | | | REACTION | | |
| GRIP—R. H. | | | FIELD VISION | | |
| GRIP—L. H. | | | | | |
| SKILL TOTAL (MAXIMUM 15 POINTS) | | | | | |
| HEALTH TEST OR TEAM PLAY TOTAL (MAX. 40 PTS.) | | | | | |
| DAILY RECORD TOTAL (MAXIMUM 45 POINTS) | | | | | |
| | | | GRADE TOTAL | | |

SPORTS PREFERENCES

CHOICE

1 2 3

SPORTS

TRACK

GOLF

BADMINTON

VOLLEY BALL

SOFT BALL

T. FT. B.

TENNIS

WRESTLING

DANCING

ARCHERY

TABLE TENNIS

BASKETBALL

TUMBLING

SHUFFLEBOARD

HORSESHOES

CROQUET

SPECIAL COMMENTS

(Back)

| Name | | Date of Birth | | | | | | | | | | Date of Entry | | | | | |
|----------------------|---------------------|-----------------------------------|---|---|----|----|----|-----------|--|----------|---|---------------|----|----|----|--|--|
| Address | | PHYSICAL EDUCATION RECORD — GIRLS | | | | | | | | | | | | | | | |
| New Address | | New Address | | | | | | | | | | | | | | | |
| Grade | | 7 | 8 | 9 | 10 | 11 | 12 | Grade | | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Athletic Games | Teacher's Initials | | | | | | | Absences | | | | | | | | | |
| | Citizenship | | | | | | | Excuses | | | | | | | | | |
| | Preparation | | | | | | | Medical | | | | | | | | | |
| | Class Work | | | | | | | Grade | | COMMENTS | | | | | | | |
| | Leadership | | | | | | | 7 | | | | | | | | | |
| | Modern Dance | | | | | | | 8 | | | | | | | | | |
| | Square & Folk Dance | | | | | | | | | | | | | | | | |
| | Social Dance | | | | | | | | | | | | | | | | |
| | Tap Dance | | | | | | | | | | | | | | | | |
| | Basketball | | | | | | | | | | | | | | | | |
| | Field Hockey | | | | | | | 9 | | | | | | | | | |
| | Soccer & Speedball | | | | | | | | | | | | | | | | |
| | Softball | | | | | | | | | | | | | | | | |
| | Volleyball | | | | | | | 10 | | | | | | | | | |
| | Tests | App., Stunts, Tumb. | | | | | | | | | | | | | | | |
| Aquatics | | | | | | | | | | | | | | | | | |
| Archery | | | | | | | | 11 | | | | | | | | | |
| Badminton & Tennis | | | | | | | | | | | | | | | | | |
| Adapted Activities | | | | | | | | 12 | | | | | | | | | |
| Intramurals | | | | | | | | Grade | | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Standing Broad Jump | | | | | | | | Height | | | | | | | | | |
| Chins (Reg. or Mod.) | | | | | | | | Weight | | | | | | | | | |
| Get up—Pick up | | | | | | | | | | | | | | | | | |
| Burpee | | | | | | | | Final Gr. | | | | | | | | | |

DEPARTMENT OF PHYSICAL EDUCATION
JUNIOR HIGH POINT CARD - GIRLS

| NAME | | | JUNIOR HIGH SCHOOL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|------|-------|--------------------|-------------|--------|------------|-----------|------------------|------------------|------------------|---------|--------|-----------|------------|-------------|--------------|---------|-----------|------------|--------------|---------------|--------------|-------------|------------------------|-------------|-------------|------|----------|------------|-------------|----------------|----------|-------------|--|--|--|--|--|
| DATE | | | ATHLETIC ACTIVITY | | | | | | LEADERSHIP | | | | | | HEALTH | | | | | | RUNNING TOTAL | | GRAND TOTAL | | | | | | | | | | | | | | | |
| CERTIFICATE | | | VOLLEY BALL | BASKET BALL | SOCCER | SPEED BALL | SOFT BALL | OTHER ACTIVITIES | OTHER ACTIVITIES | OTHER ACTIVITIES | SWIMMER | PLUNGE | GAA PRES. | GAA ASSTS. | COLOR CAPT. | SQUAD LEADER | MONITOR | OFFICIALS | TEAM CAPT. | CHAMPIONSHIP | LEADER | CHAMPIONSHIP | LEADER | GRADE A IN P. E. CLASS | ORTHOPEDICS | POOR HEALTH | CLUB | BEG. ARC | INTER. ARC | SWIMMER ARC | ADV. SWIM. ARC | J.A.S.C. | LIFE SAVING | | | | | |
| EMBLEM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHEVRONS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LETTER | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| STARS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| YR. | TCH. | GRADE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 7B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 7A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 8B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 8A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 9B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 9A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

1000 POINTS _____

SENIOR SCHOOL GOAL SHEET

Pupil's Name _____

SKILLS — ATHLETIC AND GYMNASIUM (Boys)

| Seventh Grade 19____ 19____ | Eighth Grade 19____ 19____ | Ninth Grade 19____ 19____ |
|--|--|---|
| Gymnastic Skills Can do in good form— 1. Forward roll _____ 2. Backward roll _____ 3. Head Stand _____ 4. Full squat _____ 5. Double forward roll _____ 6. Walk balance beam forward _____ backward _____ 7. Half lever rings _____ 8. Running high dive _____ 9. Travel on bars _____ 10. One leg squat _____ 11. _____ 12. _____ | Can do in good form— 1. Handstand against wall _____ 2. Cart Wheel _____ 3. Handspring, with mat _____ 4. Forward roll, over 2 men _____ 5. Rope climb, using feet _____ 6. Standing rope jump _____ 7. Running high dive _____ Chest high _____ 8. Support half lever parallel bars _____ 9. Complete Piroette _____ 10. _____ 11. _____ 12. _____ | Gymnastic Skills Can do in good form— 1. Spinning wheel _____ 2. Hand spring _____ 3. Touch tow jump _____ 4. Forward roll — over 3 men _____ 5. Rope Climb — without feet _____ 6. Fence vault shoulder high _____ 7. Running rope jump _____ 8. Cut off on bars _____ 9. Cut off on rings _____ 10. Travel 7 rings _____ 11. Inverted push up against wall _____ 12. Double knee circle horizontal bar _____ 13. _____ 14. _____ |
| Athletic Skills Football Drop kick _____ ft. Place kick _____ ft. Forward pass _____ ft. Punt _____ ft. Basketball Push pass _____ One hand pass _____ Bounce pass _____ One hand bounce pass _____ Push shot _____ Foul shot _____ Volleyball Serve _____ Return _____ Baseball Throws ball correctly _____ Catches ball correctly _____ Track Start _____ High jump _____ft. _____ in. Broad jump _____ft. _____ in. Shot put _____ft. _____ in. Baton passing _____ Sprint _____ Distance _____ Push ups _____ Push ups _____ Push ups _____ | Athletic Skills Football Center ball — 5 yds. 5/6 _____ Center ball — 8 yds. 4/6 _____ Catch punts _____ Defensive formations 7-2-2 _____ 6-3-2 _____ Offensive Formations Single wing back _____ Double wing back _____ T formation _____ Soccer Dribble and pass _____ Basketball Properly executes _____ Reverse pivot _____ Dribble and shoot _____ Wrestling Standing position _____ Take-downs _____ Pinning holds _____ Wreath — 3 minutes _____ Baseball Bunt and run _____ Run bases against time _____ Accurate base throwing _____ Time of running _____ Time of running _____ Time of running _____ | Athletic Skills Football — Accuracy Drop kick 3/6 _____ Place kick 3/6 _____ Forward pass 3/6 _____ Punt 3/6 _____ Basketball Foul shot 5/10 _____ Goal Shots 7 in 30 seconds _____ Boxing Stance — on guard _____ Shifting of feet _____ Left lead to body, and guard _____ Left lead to head, and guard _____ Box 2 — 1 minute rounds _____ Track Run — 50 yds. 7 2/5 sec. _____ Running broad jump, 11' _____ Running high jump, 3'9" _____ Discus throw 50' _____ Shot put (8 lb.) 28' _____ Organizes and officiates at a team game _____ Time of running _____ Time of running _____ Time of running _____ |

WATER POLO

REFeree: _____

Timer: _____

DATE: _____

TEAM: _____

Classification

| NUMBER | NAME | POSITION | GOALS ATTEMPTS | GOAL ASSISTS | FOULS | GOALS | | | |
|------------------|------|----------|----------------|--------------|-------|---------|---------|---------|---------|
| | | | | | | 1st QTR | 2nd QTR | 3rd QTR | 4th QTR |
| | | LF | | | | | | | |
| | | RF | | | | | | | |
| | | CF | | | | | | | |
| | | CB | | | | | | | |
| | | LG | | | | | | | |
| | | RG | | | | | | | |
| | | G | | | | | | | |
| TOTALS | | | | | | | | | |
| SCORE BY PERIODS | | | | | | 1st | 2nd | 3rd | 4th |
| RUNNING SCORE | | | | | | | | | |

SCORECARD

GOAL SCORERS

1. _____

2. _____

Classification

| NUMBER | NAME | POSITION | GOAL ATTEMPTS | GOAL ASSISTS | FOULS | GOALS | | | |
|------------------|------|----------|---------------|--------------|-------|---------|---------|---------|---------|
| | | | | | | 1st QTR | 2nd QTR | 3rd QTR | 4th QTR |
| | | LF | | | | | | | |
| | | RF | | | | | | | |
| | | CF | | | | | | | |
| | | CB | | | | | | | |
| | | LG | | | | | | | |
| | | RG | | | | | | | |
| | | G | | | | | | | |
| TOTALS | | | | | | | | | |
| GOALKEEPER SAVES | | | | | | 1st | 2nd | 3rd | 4th |
| | | | | | | | | | |

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

(Front)

ENTRY BLANK AND ANNOUNCER'S FORM

DIVING ORDER: _____

NAME: _____

AFFILIATION: _____

CLASSIFICATION: _____

| GROUP NUMBER | DIVE NUMBER | TAKE OFF | DESCRIPTION | POSITION | BOARD | DEGREE OF DIFFICULTY |
|--------------|-------------|----------|-------------|----------|-------|----------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |

JUDGES' AWARDS

DIVING ORDER: _____

NAME: _____

AFFILIATION: _____

CLASSIFICATION: _____

| DESCRIPTION OF DIVE | JUDGES' AWARDS | | | TOTAL AWARDS | DEGREE OF DIFFICULTY | FINAL POINT |
|---------------------|----------------|-------------|-------------|--------------|----------------------|-------------|
| | JUDGE No. 1 | JUDGE No. 2 | JUDGE No. 3 | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |

RECORDER: _____ PLACE: _____

(Back)

(Front)

| DAYS | | PERIOD | | LEADERS | |
|-----------------------|------|--------|--|---------|--|
| SQUAD NO. | | | | | |
| NAMES | | | | | |
| | JAN. | | | | |
| | JUNE | | | | |
| WRITTEN TESTS | | | | | |
| CITIZENSHIP | | | | | |
| CLASS WORK | | | | | |
| SHOWERS | | | | | |
| TOTAL | | | | | |
| CLEAN SUITS | | | | | |
| BASKETBALL | | | | | |
| 20 FREE THROWS | | | | | |
| BASKETS 1 MIN. | | | | | |
| ASPARATUS | | | | | |
| STUNTS FUMBLING AVE. | | | | | |
| BUCK | | | | | |
| ELEPHANT | | | | | |
| ROPE VAULT | | | | | |
| RINGS | | | | | |
| HORSE | | | | | |
| TRAVELING RINGS | | | | | |
| PHYSICAL FITNESS AVE. | | | | | |
| SQUAT THRUST | | | | | |
| S. D. JUMP | | | | | |
| PULL UPS | | | | | |
| AGILITY RUN | | | | | |
| K * | | | | | |
| FINAL GRADE | | | | | |
| JANUARY | | | | | |
| FINAL GRADE | | | | | |
| JUNE | | | | | |

(Back)

Accident forms

The following forms and records have been selected from the authors' files. School systems across the country which developed these forms are to be commended for their work.

GIRLS' HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Re: Accident Report

Student injured_____ H.R._____

Date of injury_____ Time_____

Description of important details of accident:

Treatment or care by Health Service, if any:

Instructor or coach's follow-up:

(Signed)_____

(Use reverse side if additional space is necessary.)

REPORT OF ACCIDENT

Date _____ 19____ Hour _____

Name of child _____ Age _____

Address _____

Reported by _____

Nature of accident _____

Witnesses--names and addresses _____

Statements of witnesses _____

Reason for injured being at site of accident _____

Name of teacher in charge and statement of circumstances _____

First aid _____

Name of physician _____

Name of hospital _____

Follow-up _____

STANDARD STUDENT ACCIDENT REPORT FORM
Part A. Information on ALL Accidents

| | | | | | | | |
|---------------------------|--|---|--|--|------------------------------------|-------|--|
| 1. Name: | _____ | | | Home Address: | _____ | | |
| 2. School: | _____ | | | Sex: M <input type="checkbox"/> F <input type="checkbox"/> | Age: | _____ | |
| 3. Time accident occurred | Hour _____ | A.M., _____ | P.M. Date: | _____ | | | |
| 4. Place of Accident | School Building <input type="checkbox"/> | School Grounds <input type="checkbox"/> | To or from School <input type="checkbox"/> | Home <input type="checkbox"/> | Elsewhere <input type="checkbox"/> | | |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|---|----------------|----------------|------------------|------------------|--------------------|-----------------|------------|----------------|--------------|--------------|------------|-----------------|------------------|-------------------|-----------|--------------|-------------------|-------------|-----------------------|-------------|--|--|--|
| 5. | <table border="0" style="width:100%;"> <tr> <td style="width:50%;">Abrasion _____</td> <td style="width:50%;">Fracture _____</td> </tr> <tr> <td>Amputation _____</td> <td>Laceration _____</td> </tr> <tr> <td>Asphyxiation _____</td> <td>Poisoning _____</td> </tr> <tr> <td>Bite _____</td> <td>Puncture _____</td> </tr> <tr> <td>Bruise _____</td> <td>Scalds _____</td> </tr> <tr> <td>Burn _____</td> <td>Scratches _____</td> </tr> <tr> <td>Concussion _____</td> <td>Shock (el.) _____</td> </tr> <tr> <td>Cut _____</td> <td>Sprain _____</td> </tr> <tr> <td>Dislocation _____</td> <td></td> </tr> <tr> <td>Other (specify) _____</td> <td></td> </tr> </table> | Abrasion _____ | Fracture _____ | Amputation _____ | Laceration _____ | Asphyxiation _____ | Poisoning _____ | Bite _____ | Puncture _____ | Bruise _____ | Scalds _____ | Burn _____ | Scratches _____ | Concussion _____ | Shock (el.) _____ | Cut _____ | Sprain _____ | Dislocation _____ | | Other (specify) _____ | | <p align="center">DESCRIPTION OF THE ACCIDENT</p> <p>How did accident happen? What was student doing? Where was student? List specifically unsafe acts and unsafe conditions existing. Specify any tool, machine or equipment involved. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | | |
| Abrasion _____ | Fracture _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Amputation _____ | Laceration _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Asphyxiation _____ | Poisoning _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Bite _____ | Puncture _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Bruise _____ | Scalds _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Burn _____ | Scratches _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Concussion _____ | Shock (el.) _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Cut _____ | Sprain _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Dislocation _____ | | | | | | | | | | | | | | | | | | | | | | | | |
| Other (specify) _____ | | | | | | | | | | | | | | | | | | | | | | | | |
| PART OF BODY INJURED | <table border="0" style="width:100%;"> <tr> <td style="width:50%;">Abdomen _____</td> <td style="width:50%;">Foot _____</td> </tr> <tr> <td>Ankle _____</td> <td>Hand _____</td> </tr> <tr> <td>Arm _____</td> <td>Head _____</td> </tr> <tr> <td>Back _____</td> <td>Knee _____</td> </tr> <tr> <td>Chest _____</td> <td>Leg _____</td> </tr> <tr> <td>Ear _____</td> <td>Mouth _____</td> </tr> <tr> <td>Elbow _____</td> <td>Nose _____</td> </tr> <tr> <td>Eye _____</td> <td>Scalp _____</td> </tr> <tr> <td>Face _____</td> <td>Tooth _____</td> </tr> <tr> <td>Finger _____</td> <td>Wrist _____</td> </tr> <tr> <td>Other (specify) _____</td> <td></td> </tr> </table> | Abdomen _____ | Foot _____ | Ankle _____ | Hand _____ | Arm _____ | Head _____ | Back _____ | Knee _____ | Chest _____ | Leg _____ | Ear _____ | Mouth _____ | Elbow _____ | Nose _____ | Eye _____ | Scalp _____ | Face _____ | Tooth _____ | Finger _____ | Wrist _____ | Other (specify) _____ | | |
| Abdomen _____ | Foot _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Ankle _____ | Hand _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Arm _____ | Head _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Back _____ | Knee _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Chest _____ | Leg _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Ear _____ | Mouth _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Elbow _____ | Nose _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Eye _____ | Scalp _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Face _____ | Tooth _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Finger _____ | Wrist _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Other (specify) _____ | | | | | | | | | | | | | | | | | | | | | | | | |

| |
|---|
| 6. Degree of Injury. Death <input type="checkbox"/> Permanent Impairment <input type="checkbox"/> Temporary Disability <input type="checkbox"/> Nondisabling <input type="checkbox"/> |
| 7. Total number of days lost from school: _____ (To be filled in when student returns to school) |

Part B. Additional Information on School Jurisdiction Accidents

| |
|---|
| 8. Teacher in charge when accident occurred (Enter name): _____ |
| Present at scene of accident: No _____ Yes: _____ |

| | | | | | | | | | | | | | | | | |
|----------------------------|-------------------------------|---|---------------------------|------------------|----------------------------|------------------|-----------------|------------------|-------------------------|------------------|--|-------------------------|------------------------|------------------|--|-------------------------|
| 9. | IMMEDIATE ACTION TAKEN | <table border="0" style="width:100%;"> <tr> <td style="width:50%;">First-aid treatment _____</td> <td style="width:50%;">By (Name): _____</td> </tr> <tr> <td>Sent to school nurse _____</td> <td>By (Name): _____</td> </tr> <tr> <td>Sent home _____</td> <td>By (Name): _____</td> </tr> <tr> <td>Sent to physician _____</td> <td>By (Name): _____</td> </tr> <tr> <td></td> <td>Physician's Name: _____</td> </tr> <tr> <td>Sent to hospital _____</td> <td>By (Name): _____</td> </tr> <tr> <td></td> <td>Name of hospital: _____</td> </tr> </table> | First-aid treatment _____ | By (Name): _____ | Sent to school nurse _____ | By (Name): _____ | Sent home _____ | By (Name): _____ | Sent to physician _____ | By (Name): _____ | | Physician's Name: _____ | Sent to hospital _____ | By (Name): _____ | | Name of hospital: _____ |
| First-aid treatment _____ | By (Name): _____ | | | | | | | | | | | | | | | |
| Sent to school nurse _____ | By (Name): _____ | | | | | | | | | | | | | | | |
| Sent home _____ | By (Name): _____ | | | | | | | | | | | | | | | |
| Sent to physician _____ | By (Name): _____ | | | | | | | | | | | | | | | |
| | Physician's Name: _____ | | | | | | | | | | | | | | | |
| Sent to hospital _____ | By (Name): _____ | | | | | | | | | | | | | | | |
| | Name of hospital: _____ | | | | | | | | | | | | | | | |

| |
|---|
| 10. Was a parent or other individual notified? No _____ Yes _____ When _____ How: _____ |
| Name of individual notified: _____ |
| By whom? (Enter name): _____ |
| 11. Witnesses: 1. Name: _____ Address: _____ |
| 2. Name: _____ Address: _____ |

| | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|-------------------------|---|-------------------------|-------------------------|----------------------|--------------|------------------|------------|-----------------|--------------------|-----------------|------------------|----------------|---------------|---------------------|--------------|-----------------|-------------------|------------------|-----------------|--------------------|-----------------------|--|
| 12. | LOCATION | <table border="0" style="width:100%;"> <tr> <td style="width:50%;">Specify Activity</td> <td style="width:50%;">Specify Activity</td> </tr> <tr> <td>Athletic field _____</td> <td>Locker _____</td> </tr> <tr> <td>Auditorium _____</td> <td>Pool _____</td> </tr> <tr> <td>Cafeteria _____</td> <td>Sch. grounds _____</td> </tr> <tr> <td>Classroom _____</td> <td>_____ shop _____</td> </tr> <tr> <td>Corridor _____</td> <td>Showers _____</td> </tr> <tr> <td>Dressing room _____</td> <td>Stairs _____</td> </tr> <tr> <td>Gymnasium _____</td> <td>Toilets and _____</td> </tr> <tr> <td>Home Econ. _____</td> <td>washrooms _____</td> </tr> <tr> <td>Laboratories _____</td> <td>Other (specify) _____</td> </tr> </table> | Specify Activity | Specify Activity | Athletic field _____ | Locker _____ | Auditorium _____ | Pool _____ | Cafeteria _____ | Sch. grounds _____ | Classroom _____ | _____ shop _____ | Corridor _____ | Showers _____ | Dressing room _____ | Stairs _____ | Gymnasium _____ | Toilets and _____ | Home Econ. _____ | washrooms _____ | Laboratories _____ | Other (specify) _____ | <p align="center">Remarks</p> <p>What recommendations do you have for preventing other accidents of this type? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| Specify Activity | Specify Activity | | | | | | | | | | | | | | | | | | | | | | |
| Athletic field _____ | Locker _____ | | | | | | | | | | | | | | | | | | | | | | |
| Auditorium _____ | Pool _____ | | | | | | | | | | | | | | | | | | | | | | |
| Cafeteria _____ | Sch. grounds _____ | | | | | | | | | | | | | | | | | | | | | | |
| Classroom _____ | _____ shop _____ | | | | | | | | | | | | | | | | | | | | | | |
| Corridor _____ | Showers _____ | | | | | | | | | | | | | | | | | | | | | | |
| Dressing room _____ | Stairs _____ | | | | | | | | | | | | | | | | | | | | | | |
| Gymnasium _____ | Toilets and _____ | | | | | | | | | | | | | | | | | | | | | | |
| Home Econ. _____ | washrooms _____ | | | | | | | | | | | | | | | | | | | | | | |
| Laboratories _____ | Other (specify) _____ | | | | | | | | | | | | | | | | | | | | | | |

| | |
|--------------------------|----------------|
| Signed: Principal: _____ | Teacher: _____ |
|--------------------------|----------------|

REPORT OF INJURY OR ACCIDENT OCCURRING ON SCHOOL PROPERTY

School _____ Note: 5 reports should be made out:
 3 copies for Superintendent's
 office, 1 copy for Medical Office,
 and 1 copy to be kept at the school.

Date _____

Time _____

Name of pupil _____ Age _____ Reporting Room _____

Address _____

Description of place where accident occurred: _____

State briefly but completely what happened, giving names of witnesses,
 addresses and signatures, if possible: _____

Description of injury: _____

By whom was aid rendered? _____

When and how were parents informed? _____

Disposition of case (home, hospital, etc.): _____

Method of transportation: _____

When was attending physician called? _____ At whose request _____

Name of physician: _____

Signature _____

SUBSEQUENT REPORT: By whom? _____ Date _____

When did pupil return to school duties? _____

Extracurricular activities of pupil: _____

(a) Before accident: _____

(b) After accident: _____

Signature _____

LIABILITY ACCIDENT NOTICE
(Not Automobile)

| | | |
|-----------------|------------|----------------------------|
| Name of Company | Policy No. | Name and Location of Agent |
|-----------------|------------|----------------------------|

| Limits | Liab. | Med. Pay. | Elevator | Products | Contr. | Policy Dates: Other (Specify) |
|--------|-------|-----------|----------|----------|--------|----------------------------------|
| B 1 | | | | | | |
| P. D. | | | | | | |

| | |
|----------------|------------------------------------|
| Insured | Name _____ Phone _____ |
| | Address _____ |
| | Location of Insured Premises _____ |

| | |
|-----------------------|---------------------------------|
| Time and Place | Date and Time of Accident _____ |
| | Location _____ |

| | |
|-----------------------|---|
| Injured Person | Name _____ Age _____ |
| | Address _____ |
| | Occupation _____ |
| | Employed by: _____ |
| | What was injured doing when hurt? _____ |

| | |
|-------------------|---|
| The Injury | Nature and extent of injury _____ |
| | Where was injured taken after accident? _____ |
| | Probable disability _____ Has injured resumed work? _____ |

| | |
|------------------------|---|
| Property Damage | Owner _____ Address _____ Phone _____ |
| | List damage _____ Estimated cost of repair \$ _____ |

| | |
|------------------|--------------------------------------|
| Witnesses | Name _____ Address _____ Phone _____ |
| | _____ |

| | |
|--------------------------------|-------|
| Description of Accident | _____ |
| | _____ |
| | _____ |
| | _____ |

| | | |
|-------------|--------------------------|----------------------------|
| Date: _____ | Signature of Agent _____ | Signature of Insured _____ |
|-------------|--------------------------|----------------------------|

Use reverse side for diagram and any other information of importance in reporting the accident

Physical education test and achievement forms

The following forms and records have been selected from the authors' files. School systems across the country which developed these forms are to be commended for their work.

| Meet _____ | Date _____ | Event _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------|--------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| <h2 style="margin: 0;">JUMP RECORD CARD</h2> <p style="margin: 0;">A. A. U. RECORD CARD</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Signed _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Judge _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NUMBER | NAME | AFF. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 | 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 | 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 | 151 | 152 | 153 | 154 | 155 | 156 | 157 | 158 | 159 | 160 | 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 | 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 | 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 | 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 | 201 | 202 | 203 | 204 | 205 | 206 | 207 | 208 | 209 | 210 | 211 | 212 | 213 | 214 | 215 | 216 | 217 | 218 | 219 | 220 | 221 | 222 | 223 | 224 | 225 | 226 | 227 | 228 | 229 | 230 | 231 | 232 | 233 | 234 | 235 | 236 | 237 | 238 | 239 | 240 | 241 | 242 | 243 | 244 | 245 | 246 | 247 | 248 | 249 | 250 | 251 | 252 | 253 | 254 | 255 | 256 | 257 | 258 | 259 | 260 | 261 | 262 | 263 |

PHYSICAL FITNESS PENTATHLON

SCHOOL

| | |
|--------|--------|
| AYALON | POLY |
| DEWEY | WILSON |
| JORDAN | |

| | |
|-----------|-------|
| LAST NAME | FIRST |
| | |

| No. | Inst. | Pd | Stand. Broad | Score | Rope Climb | Score | 300 Run | Score | Bar Snap | Score | Score | Ht. | Wt | Age | Exp. | Class | Total Score | Gr. |
|-----|-------|----|--------------|-------|------------|-------|---------|-------|----------|-------|-------|-----|----|-----|------|-------|-------------|-----|
| 1 | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | |

STANDARD PERFORMANCE

| Class | Minimum | Average | Superior | Excellent |
|-------|---------|---------|----------|-----------|
| A | 200 | 255 | 295 | 375 |
| B | 190 | 240 | 280 | 360 |
| C | 180 | 230 | 270 | 350 |
| D | 170 | 220 | 260 | 340 |

AVERAGE SCORE

| | |
|---------------|--|
| Sophomore Yr. | |
| Junior Yr. | |
| Senior Yr. | |

DATE

| Date | | | | | | | | | | | | PHYSICAL FITNESS RECORD | | | | | | | | | | | |
|------------------------|--|--|--|--|--|--|--|--|--|--|--|-------------------------|--|--|--|--|--|--|--|--|--|--|--|
| Name | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | | | | | | | | | | | | | | | | | | | | | | | |
| Age | | | | | | | | | | | | | | | | | | | | | | | |
| Weight | | | | | | | | | | | | | | | | | | | | | | | |
| Height | | | | | | | | | | | | | | | | | | | | | | | |
| Multiplier | | | | | | | | | | | | | | | | | | | | | | | |
| Pull-ups | | | | | | | | | | | | | | | | | | | | | | | |
| Push-ups | | | | | | | | | | | | | | | | | | | | | | | |
| Arm Strength | | | | | | | | | | | | | | | | | | | | | | | |
| Lift-legs | | | | | | | | | | | | | | | | | | | | | | | |
| Lift-back | | | | | | | | | | | | | | | | | | | | | | | |
| Grip-left | | | | | | | | | | | | | | | | | | | | | | | |
| Grip-right | | | | | | | | | | | | | | | | | | | | | | | |
| Lung Capacity | | | | | | | | | | | | | | | | | | | | | | | |
| Strength INDEX | | | | | | | | | | | | | | | | | | | | | | | |
| Normal S. I. | | | | | | | | | | | | | | | | | | | | | | | |
| PHYSICAL FITNESS INDEX | | | | | | | | | | | | | | | | | | | | | | | |

(Front)

| INDIVIDUAL RECORD | | | | | | | | | | | |
|-------------------|---|---|---|----|----|--|--|--|--|--|--|
| NAME | | | | | | | | | | | |
| | 7 | 8 | 9 | 10 | 11 | | | | | | |
| PUNT | | | | | | | | | | | |
| PASS | | | | | | | | | | | |
| DASH | | | | | | | | | | | |
| STG. BRD. JUMP | | | | | | | | | | | |
| 50 YD. SWIM | | | | | | | | | | | |
| BRACE TEST | | | | | | | | | | | |

(Back)

School

To the Parents:

Please examine this card carefully before signing. It is a record of the effort and the achievement of your boy or girl during the current semester. Both grades are based on the accomplishment within the requirements of the courses.

The grades are recorded each six weeks but are to be considered as cumulative from period to period, each succeeding period including the preceding one.

You are cordially invited to visit the school and to confer with the principal and the teachers concerning this report. Conferences should be by appointment. All schools can be reached through

Please sign this card. Your signature merely indicates that the report has been examined.

Prompt return of this report is requested.

Home Room Teacher

1st Period_____

2nd Period _____
(Parent's Signature)

(Front)

REPORT TO PARENTS

[illegible]

(Bac

RESUME OF PERSONALITY TRAITS

Date _____

| Student | Home Room | Teacher | Subject |
|---------|-----------|---------|---------|
|---------|-----------|---------|---------|

Please check directly above the word or group of words which you think best describes the pupil. Give specific examples, if possible, in parentheses on same line with check or below under COMMENTS if you prefer.

| | | | | | |
|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------------|------------------------------|
| 1. INDUSTRY | Needs constant prodding | Needs occasional prodding | Prepares assigned work | Completes supplementary work | Seeks additional tasks |
|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------------|------------------------------|

| | | | | |
|-----------------|------|------|------|-----------|
| 2. STUDY HABITS | Poor | Fair | Good | Excellent |
|-----------------|------|------|------|-----------|

| | | | | | |
|-------------------|------------|------------------------|-----------------------|--------------------------|--------------------------------|
| 3. RESPONSIBILITY | Unreliable | Somewhat dependable | Usually dependable | Thoroughly dependable | Assumes responsi- bility |
|-------------------|------------|------------------------|-----------------------|--------------------------|--------------------------------|

| | | | | |
|----------------|------|------|------|-----------|
| 4. COOPERATION | Poor | Fair | Good | Excellent |
|----------------|------|------|------|-----------|

| | | | |
|------------|-----------------------|--------------------|---------------------|
| 5. HONESTY | Questionable at times | Generally reliable | Completely reliable |
|------------|-----------------------|--------------------|---------------------|

| | | | |
|-------------|----------|---------------------|----------------------|
| 6. MATURITY | Immature | Of average maturity | Exceptionally mature |
|-------------|----------|---------------------|----------------------|

| | | | |
|------------------------|-----------------------|---------------|-------------------------|
| 7. EMOTIONAL STABILITY | Usually well balanced | Well balanced | Exceptionally stable |
|------------------------|-----------------------|---------------|-------------------------|

| | | | |
|------------|-----------------------------------|--------------------------------------|------------------|
| 8. MANNERS | Discourteous and inconsiderate | Usually courteous and considerate | Always courteous |
|------------|-----------------------------------|--------------------------------------|------------------|

| | | | | | |
|--------------|-----------------------------|---------|---------|-------------------------|--------|
| 9. INFLUENCE | Occasionally detrimental | Passive | Average | Generally beneficial | Strong |
|--------------|-----------------------------|---------|---------|-------------------------|--------|

10. FURTHER COMMENTS: Outstanding personality traits, chief interests, social adjustments, unusual achievements, etc.

| NAME (Print) | Last | | First | | DATE OF BIRTH | | | | Y | M | D | X |
|------------------------------------|------|---|-------|---|------------------|---|---|---|---|---|---|---|
| Date of Test | | | | | | | | | | | | |
| GRADE | | | | | | | | | | | | |
| AGE | y | m | y | m | y | m | y | m | y | m | y | m |
| WEIGHT | | — | | — | | — | | — | | — | | — |
| HEIGHT | | — | | — | | — | | — | | — | | — |
| (Wt. + Ht.-60) 10 MULTIPLIER | — | | — | | — | | — | | — | | — | |
| PULLUPS | | — | | — | | — | | — | | — | | — |
| PUSHUPS | | | | | | | | | | | | |
| ARM STRENGTH | | | | | | | | | | | | |
| LIFT—BACK | | | | | | | | | | | | |
| LIFT—LEGS | | | | | | | | | | | | |
| GRIP—LEFT | | | | | | | | | | | | |
| GRIP—RIGHT | | | | | | | | | | | | |
| LUNG CAPACITY | | | | | | | | | | | | |
| STRENGTH INDEX | | | | | | | | | | | | |
| NORMAL S. I. | | | | | | | | | | | | |
| PHYSICAL FITNESS INDEX | | | | | | | | | | | | |
| Classification | | | | | | | | | | | | |
| REMARKS | | | | | | | | | | | | |

(Front)

| | | | | | | |
|---|--|--|--|--|--|--|
| Date | | | | | | |
| SPECIAL NOTATIONS SCHOOL-MED. Examination | | | | | | |
| CORRECTIVE DATA | | | | | | |
| Weight-(Actual) | | | | | | |
| " -(Chart) | | | | | | |
| POSTURE | | | | | | |
| FOOTBALL | | | | | | |
| HOCKEY | | | | | | |
| SOCCER | | | | | | |
| BASKETBALL | | | | | | |
| BASEBALL | | | | | | |
| TRACK—FIELD | | | | | | |
| TENNIS | | | | | | |
| ARCHERY | | | | | | |
| SOFT BALL | | | | | | |
| HIKING | | | | | | |
| SWIMMING | | | | | | |
| TUMBLING | | | | | | |
| HANDBALL | | | | | | |
| BOXING | | | | | | |
| CROSS COUNTRY | | | | | | |
| | | | | | | |
| TOTAL | | | | | | |
| ABSENCES (Previous Year) | | | | | | |
| LONG ILLNESS | | | | | | |
| GENERAL SCHOLASTIC ACHIEVEMENT (Previous Year) | | | | | | |
| | | | | | | |

A CITIZENSHIP GUIDE SHEET

The selection shall be based on the service the pupil has rendered to the home room or to the school and on the general quality of his citizenship.

I. Attitudes of cooperation in the home room, classroom, and school

A. Honesty

1. Does not cheat during an examination
2. Can be trusted to handle school funds
3. Returns lost articles that he finds
4. Tells the truth regardless of consequences

B. Loyalty

1. Does many important little jobs for the good of the school
2. Behaves publicly in such a manner as to reflect credit to his school

C. Dependability

1. Works faithfully at everything he does
2. Cooperates with teachers in and out of the classroom
3. Willingly accepts assigned duties

D. Sportsmanship

1. Plays fair and square in all situations
2. Takes defeat without making excuses
3. Compliments others when they do well
4. Keeps his temper even when competition is keen

E. Conduct

1. Obeys school rules
2. Accepts deserved punishment without complaint
3. Admits it when he has done something wrong
4. Considers the good of the class and does not attempt to monopolize the teacher's time or class discussion

F. Personal attitudes and self-improvement

1. Makes new students feel welcome
2. Shows respect to adults and classmates
3. Has understanding and sympathy for weaknesses and failures of others
4. Respects his own property, the property of others and of the school
5. Does his schoolwork to his best ability

II. Activity and voluntary participation in home room and school activities

- A. Interest in service to the school through activities and clubs
- B. Support of home room activities such as parties, meetings, and intramural games
- C. Support of worthy causes such as Community Fund, Red Cross Drive, Christmas Project, etc.
- D. Support of school functions such as dances, plays, etc.

It is not expected that a pupil should have participated or excelled in all of the above items.

Citizenship Committee

DEPARTMENT OF PHYSICAL EDUCATION
ATHLETIC REPORT

School _____ Sport _____ Game No _____

Game with _____ Played at _____

Date _____ Score _____ Opponents _____
 (Your Score)

Referee _____ Umpire _____ H. L. _____
 Rating of officials. (Use numerals: 1—excellent, 2—good, 3—fair, 4—poor)

Attendance _____ Receipts _____ Guarantee (Paid) _____

Received _____

Weather conditions _____ Principal's lists were (not) exchanged _____

| | PLAYER (Full name) | NO. | POSITION | LIST TOTAL PARTICIPATION | | | REMARKS |
|----|-----------------------|-----|----------|--------------------------|---------|--------|---------|
| | | | | Quarters | Innings | Events | |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
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| 20 | | | | | | | |
| 21 | | | | | | | |
| 22 | | | | | | | |
| 23 | | | | | | | |
| 24 | | | | | | | |
| 25 | | | | | | | |

Scorer _____

Record compiled by _____

Time _____

Signature of Coach _____

FIRST

PENTATHLON TEST SCORES

| | 7th Grade | | 8th Grade | | 9th Grade | |
|-------|-----------|---|-----------|---|-----------|---|
| | 1 | 2 | 1 | 2 | 1 | 2 |
| 7th A | | | | | | |
| 8th A | | | | | | |
| 9th A | | | | | | |
| 7th B | | | | | | |
| 8th B | | | | | | |
| 9th B | | | | | | |
| 7th C | | | | | | |
| 8th C | | | | | | |
| 9th C | | | | | | |
| 7th D | | | | | | |
| 8th D | | | | | | |
| 9th D | | | | | | |
| 7th E | | | | | | |
| 8th E | | | | | | |
| 9th E | | | | | | |
| 7th F | | | | | | |
| 8th F | | | | | | |
| 9th F | | | | | | |
| 7th G | | | | | | |
| 8th G | | | | | | |
| 9th G | | | | | | |
| 7th H | | | | | | |
| 8th H | | | | | | |
| 9th H | | | | | | |
| 7th I | | | | | | |
| 8th I | | | | | | |
| 9th I | | | | | | |
| 7th J | | | | | | |
| 8th J | | | | | | |
| 9th J | | | | | | |
| 7th K | | | | | | |
| 8th K | | | | | | |
| 9th K | | | | | | |
| 7th L | | | | | | |
| 8th L | | | | | | |
| 9th L | | | | | | |
| 7th M | | | | | | |
| 8th M | | | | | | |
| 9th M | | | | | | |
| 7th N | | | | | | |
| 8th N | | | | | | |
| 9th N | | | | | | |
| 7th O | | | | | | |
| 8th O | | | | | | |
| 9th O | | | | | | |
| 7th P | | | | | | |
| 8th P | | | | | | |
| 9th P | | | | | | |
| 7th Q | | | | | | |
| 8th Q | | | | | | |
| 9th Q | | | | | | |
| 7th R | | | | | | |
| 8th R | | | | | | |
| 9th R | | | | | | |
| 7th S | | | | | | |
| 8th S | | | | | | |
| 9th S | | | | | | |
| 7th T | | | | | | |
| 8th T | | | | | | |
| 9th T | | | | | | |
| 7th U | | | | | | |
| 8th U | | | | | | |
| 9th U | | | | | | |
| 7th V | | | | | | |
| 8th V | | | | | | |
| 9th V | | | | | | |
| 7th W | | | | | | |
| 8th W | | | | | | |
| 9th W | | | | | | |
| 7th X | | | | | | |
| 8th X | | | | | | |
| 9th X | | | | | | |
| 7th Y | | | | | | |
| 8th Y | | | | | | |
| 9th Y | | | | | | |
| 7th Z | | | | | | |
| 8th Z | | | | | | |
| 9th Z | | | | | | |

RECORDING SYSTEM

7th GRADE - GREEN
8th GRADE - RED
9th GRADE - BLUE

PENTATHLON GRADING

FIRST TEST

FIRST TEST

| GRADE | C | B | A |
|-------|---------|---------|---------|
| A | 350-410 | 350-400 | 350-400 |
| B | 290-350 | 270-350 | 300-360 |
| C | 190-250 | 160-240 | 220-300 |
| D | 100-130 | 100-170 | 160-200 |
| F | 10-30 | 100-150 | 150-200 |

SECOND TEST

| GRADE | C | B | A |
|-------|---------|----------|--------|
| A | 30-35mp | 30-3p | 37-4mp |
| B | 23-25p | 23-2-3p2 | 30-37p |
| C | 20-23p | 20-2-2p | 20-30p |
| D | 12-20p | 11-2-3p | 10-20p |
| F | 1-2-0 | 11-2-0 | 10-5-0 |

CLASSIFICATION SYSTEM

| Class "A" | Class "B" | Class "C" |
|----------------------------|------------------------------------|----------------------------|
| height: 66 inches or above | height: 4'-4 1/2 inches inc. above | height: 61 inches or below |
| weight: 126 pounds or more | weight: 101-125 pounds inclusive | weight: 100 pounds or less |

| GROUP | CLASS C | CLASS B | CLASS A | WORLD |
|-------|---------|---------|---------|-------|
| A | 100 | 17.9 | 16.5 | 17.0 |
| | 98 | 18.1 | 16.2 | 15.5 |
| | 96 | 18.5 | 15.7 | 15.0 |
| | 94 | 18.9 | 15.2 | 14.5 |
| | 92 | 19.3 | 14.7 | 14.0 |
| | 90 | 19.7 | 14.2 | 13.5 |
| | 88 | 20.2 | 13.7 | 13.0 |
| | 86 | 20.6 | 13.2 | 12.5 |
| | 84 | 21.0 | 12.7 | 12.0 |
| | 82 | 21.4 | 12.2 | 11.5 |
| B | 78 | 20.0 | 18.8 | 17.6 |
| | 76 | 20.4 | 18.4 | 17.2 |
| | 74 | 20.8 | 18.0 | 16.8 |
| | 72 | 21.2 | 17.6 | 16.4 |
| | 70 | 21.6 | 17.2 | 16.0 |
| | 68 | 22.0 | 16.8 | 15.6 |
| | 66 | 22.4 | 16.4 | 15.2 |
| | 64 | 22.8 | 16.0 | 14.8 |
| | 62 | 23.2 | 15.6 | 14.4 |
| | 60 | 23.6 | 15.2 | 14.0 |
| C | 54 | 22.0 | 20.8 | 20.0 |
| | 52 | 22.4 | 20.4 | 19.6 |
| | 50 | 22.8 | 20.0 | 19.2 |
| | 48 | 23.2 | 19.6 | 18.8 |
| | 46 | 23.6 | 19.2 | 18.4 |
| | 44 | 24.0 | 18.8 | 18.0 |
| | 42 | 24.4 | 18.4 | 17.6 |
| | 40 | 24.8 | 18.0 | 17.2 |
| | 38 | 25.2 | 17.6 | 16.8 |
| | 36 | 25.6 | 17.2 | 16.4 |
| D | 30 | 24.0 | 23.2 | 22.4 |
| | 28 | 24.4 | 22.8 | 22.0 |
| | 26 | 24.8 | 22.4 | 21.6 |
| | 24 | 25.2 | 22.0 | 21.2 |
| | 22 | 25.6 | 21.6 | 20.8 |
| | 20 | 26.0 | 21.2 | 20.4 |
| | 18 | 26.4 | 20.8 | 20.0 |
| | 16 | 26.8 | 20.4 | 19.6 |
| | 14 | 27.2 | 20.0 | 19.2 |
| | 12 | 27.6 | 19.6 | 18.8 |
| F | 10 | 28.0 | 20.0 | 19.2 |
| | 8 | 28.4 | 19.6 | 18.8 |
| | 6 | 28.8 | 19.2 | 18.4 |
| | 4 | 29.2 | 18.8 | 18.0 |
| | 2 | 29.6 | 18.4 | 17.6 |
| | 0 | 30.0 | 18.0 | 17.2 |
| | 32 | 28.0 | 23.6 | 22.8 |
| | 34 | 28.4 | 23.2 | 22.4 |
| | 36 | 28.8 | 22.8 | 22.0 |
| | 38 | 29.2 | 22.4 | 21.6 |

TEACHER'S COMMENTS:

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

PUSH-UPS (TIMES)

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

CUMULATIVE GRADE RECORD

| | 7th GRADE | | | | 8th GRADE | | | | 9th GRADE | | | |
|------------------|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| SOCCER | | | | | | | | | | | | |
| PE/ATHL | | | | | | | | | | | | |
| FOOTBALL | | | | | | | | | | | | |
| BASKETBALL | | | | | | | | | | | | |
| TRACK & FIELD | | | | | | | | | | | | |
| SOFTBALL | | | | | | | | | | | | |
| TELEVISION | | | | | | | | | | | | |
| TOILET ALL | | | | | | | | | | | | |
| RECREATION | | | | | | | | | | | | |
| PARTICIPATION | | | | | | | | | | | | |
| SPORTSMANSHIP | | | | | | | | | | | | |
| HEALTH PRACTICES | | | | | | | | | | | | |
| WARTEN J. JAMES | | | | | | | | | | | | |

BASKETBALL

DRIBBLE

| GRADE | 6' ARC | | | | DRIBBLE | | | |
|-------|--------|---|---|---|---------|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 100 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 95 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 90 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 85 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 80 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 75 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 70 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 65 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 60 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 55 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 50 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 45 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 40 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 35 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 30 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 25 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 20 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 15 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 10 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 0 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| A | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| B | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| C | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| D | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| F | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

15' ARC

| GRADE | 15' ARC | | | |
|-------|---------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 100 | 1 | 2 | 3 | 4 |
| 95 | 1 | 2 | 3 | 4 |
| 90 | 1 | 2 | 3 | 4 |
| 85 | 1 | 2 | 3 | 4 |
| 80 | 1 | 2 | 3 | 4 |
| 75 | 1 | 2 | 3 | 4 |
| 70 | 1 | 2 | 3 | 4 |
| 65 | 1 | 2 | 3 | 4 |
| 60 | 1 | 2 | 3 | 4 |
| 55 | 1 | 2 | 3 | 4 |
| 50 | 1 | 2 | 3 | 4 |
| 45 | 1 | 2 | 3 | 4 |
| 40 | 1 | 2 | 3 | 4 |
| 35 | 1 | 2 | 3 | 4 |
| 30 | 1 | 2 | 3 | 4 |
| 25 | 1 | 2 | 3 | 4 |
| 20 | 1 | 2 | 3 | 4 |
| 15 | 1 | 2 | 3 | 4 |
| 10 | 1 | 2 | 3 | 4 |
| 5 | 1 | 2 | 3 | 4 |
| 0 | 1 | 2 | 3 | 4 |
| A | 1 | 2 | 3 | 4 |
| B | 1 | 2 | 3 | 4 |
| C | 1 | 2 | 3 | 4 |
| D | 1 | 2 | 3 | 4 |
| F | 1 | 2 | 3 | 4 |

BASKETBALL SCORE

| GRADE | 7th GRADE | | | | 8th GRADE | | | | 9th GRADE | | | |
|-------|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 100 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 95 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 90 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 85 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 80 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 75 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 70 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 65 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 60 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 55 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 50 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 45 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 40 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 35 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 30 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 25 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 20 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 15 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 10 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 0 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| A | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| B | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| C | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| D | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| F | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

NAME

LAST

FIRST

SCHOOL

FOOTBALL

| GRADE | PASSING (YDS.) | | | | PUNTING (YDS.) | | | |
|-------|----------------|---|---|---|----------------|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 100 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 95 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 90 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 85 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 80 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 75 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 70 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 65 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 60 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 55 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 50 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 45 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 40 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 35 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 30 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 25 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 20 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 15 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 10 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 0 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| A | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| B | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| C | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| D | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| F | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

CLASSIFICATION

| DATE | 7th GRADE | | | | 8th GRADE | | | | 9th GRADE | | | |
|------|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 100 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 95 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 90 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 85 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 80 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 75 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 70 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 65 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 60 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 55 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 50 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 45 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 40 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 35 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 30 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 25 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 20 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 15 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 10 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 0 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| A | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| B | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| C | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| D | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| F | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

RECORDING SYSTEM

7th GRADE - 100
8th GRADE - 100
9th GRADE - 100

TRACK and FIELD SCORE

| GRADE | 7th GRADE | | | | 8th GRADE | | | | 9th GRADE | | | |
|----------|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| TEST NO. | | | | | | | | | | | | |
| NAME | | | | | | | | | | | | |
| DATE | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| AVERAGE | | | | | | | | | | | | |

SENIOR HIGH SCHOOL GOAL SHEET

7th, 8th and 9th Grades

Pupil's Name

PHYSICAL FITNESS — ATHLETIC PARTICIPATION

We believe that physical health is as important as mental health and that neither of the two can function to capacity unless the other is in proper balance. For this reason a definite program of physical education is carried on. This program is extensive for the majority, but intensive for the individual who has definite and specific needs. This sheet is an attempt to set forth in objective terms the physical fitness of the individual child so far as it can be measured and to give a record of the intramural sports in which he has participated.

Physical Fitness Index *

| | Seventh Year 19..... 19..... | Eighth Year 19..... 19..... | Ninth Year 19..... 19..... |
|--------|---------------------------------|--------------------------------|-------------------------------|
| Fall | | | |
| Spring | | | |

NORMAL PHYSICAL FITNESS INDEX IS 1.00.

Posture **

| | | | |
|--------|--|--|--|
| Fall | | | |
| Spring | | | |

Intramural Participation

| | | | |
|------------|--|--|--|
| Football | | | |
| Speedball | | | |
| Soccer | | | |
| Basketball | | | |
| Volleyball | | | |
| Baseball | | | |
| Track | | | |

* The Physical Fitness Index is a number arrived at by a rather complicated formula which has been worked out over a period of years and through extensive research in children's physical abilities. It is an attempt to give, in one symbol, an expression of the physical tone of the individual. Since it takes into consideration many separate strengths, as well as height, weight and age, it is not only significant as regards the individual in comparison with people of his own structure, but it also gives an opportunity to discover any inherent weakness and to plan for its remedy. The members of the Physical Education Department will be glad to go into this matter in detail if you will call on them.

** Posture is stated as excellent, good or poor. This is done to bring to the individual's attention his habitual posture, for it is only by conscious effort that any change can be brought about. The members of the Physical Education Department will be glad to consult with you regarding this matter.

Physical education attendance and excuse forms

The following forms and records have been selected from the authors' files. School systems across the country which developed these forms are to be commended for their work.

P. E. EXCUSE

Last Name (Print) First Name

HR

Period

DATE:

REASON

SIGNATURE

Time Issued

PERIOD TARDINESS

Name

Adviser

Period

Issued by

TIME ISSUED

NAME

ADVISER

REASON

PERIOD

This slip to be collected by the teacher and returned to the office.

Class

Issued by

TEACHER'S SIGNATURE

| PERIOD: | | SQUAD CARD | | ATTENDANCE RECORD | | Teacher | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------|----|------------|---|-------------------|---|---------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|
| Team | Gr | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Squad | | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | | | | | | | | | | | |
| Leader | | | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

CODE: Gr. — Grade C — Counselor

(Front)

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Squad | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Leader | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

(Back)

APPOINTMENT SLIP

Date..... Room..... Range..... Seat.....

.....
Name

Please see me as soon as possible, or at.....

Place..... Signed.....

Please bring this slip with you

ATTENDANCE CARD

Name H.R. R S.....

Address Telephone

Parents/Guardians Evanston
or (City)

| | | | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|----|----|----|--------------------------|
| 1st att. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1st Sem. Health Ed. |
| 2nd att. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 2nd Sem. Health Ed. |

| | | |
|------------------------------|-----------------------|------------------------------|
| 1st Sem. Physical Ed. | Med. Ex. | 2nd Sem. Physical Ed. |
| Period..... Gym..... | ..... | Period..... Gym..... |
| Teacher | Feet: | Teacher |
| Suit - label | 1 - OK___ I___ P___ | Suit - label |
| Shoes - label | 2 - OK___ I___ P___ | Shoes - label |
| S. Shirt - label | | S. Shirt - label |

Name.....(Last).....(First).....(Second)

Home Address.....(No.).....(Street).....(Village).....Home Tel. No.....

Name of { Parent* or Guardian* }.....(Last).....(First).....(Second)

•Cross out one

Business Address.....(No.).....(Street).....(City)

If office is in large bldg { Indicate { (Name of Building).....(Bus Tel. No.)

Parent's Occupation.....Family Physician

Date of Birth.....Place of Birth.....(City).....(State)

How far can you swim? Check distance: Not at all ☐ 25 yards ☐ 100 yards ☐

JUNIOR

| CLASS | 19 | SEPT. | OCT. | NOV. | DEC. | 19 | JAN. | FEB. | MAR. | APR. | MAY | JUNE |
|-------|----|-------|------|------|------|----|------|------|------|------|-----|------|
| M. | | | | | | | | | | | | |
| T. | | | | | | | | | | | | |
| W. | | | | | | | | | | | | |
| TH. | | | | | | | | | | | | |
| F. | | | | | | | | | | | | |

PERIOD () CREDIT () PERIOD () CREDIT ()

SENIOR

| CLASS | 19 | SEPT. | OCT. | NOV. | DEC. | 19 | JAN. | FEB. | MAR. | APR. | MAY | JUNE |
|-------|----|-------|------|------|------|----|------|------|------|------|-----|------|
| M. | | | | | | | | | | | | |
| T. | | | | | | | | | | | | |
| W. | | | | | | | | | | | | |
| TH. | | | | | | | | | | | | |
| F. | | | | | | | | | | | | |

PERIOD () CREDIT () PERIOD () CREDIT ()

WAIVER WITHDRAWAL RE-ENTRANCE

LAST NAME FIRST NAME ADVISER S. NO.

ADVISER

FIRST NAME

LAST NAME

(Front)

NEW ENROLEE

Date _____ Girls Phys. Ed. _____
 Name _____ H.R. _____
 Period _____
 Room _____ Teacher _____
 Feet checked _____ P.X. appt. _____
 Cards:
 Attendance _____ Padlock _____
 Activity _____ Yellow _____
 Year _____ Credit _____

Class List

CHANGE OF PROGRAM

Date _____ Girls' Phys. Ed. _____
 Name _____ H.R. _____
 Periods — from _____ to _____
 Teachers — from _____ to _____
 Locker changed _____ Act. card _____
 Drop _____ Note: _____
 Left _____
 Completed _____
 Double _____
 Make-up _____ Atten. _____ Class List _____

PHYSICAL EDUCATION EXCUSE

NAME

GRADE ADVISOR GYM PERIOD

DATES EXCUSED FROM To

DOCTOR

REASON

.....

NO PHYS. ED.

MODIFIED PROGRAM

FULL PROGRAM EXCEPT COMPETITIVE SPORTS

PARTICIPATION EXCEPT

SCHOOL SCHEDULE ADJUSTMENT, IF ANY

.....

Physical education equipment forms

The following forms and records have been selected from the authors' files. School systems across the country which developed these forms are to be commended for their work.

| | | | | | | | | | | | | | |
|-------------|--------|--------|-------------|-------------|--------|-------------|-------------|-------|-------|----------|----------------|----------|----------|
| Last Name | | | | First | | | | | | | | | |
| Home Room | | Locker | | Lock | | Phone No. | | | | | | | |
| Sport | | | | | | | | | | | | | |
| Checked Out | | | | Checked In | | | | | | | | | |
| Belt | Jersey | Pants | Game Jersey | Nurmi Shirt | Helmet | Sweat Shirt | Sweat Pants | Socks | Shoes | Warm-Ups | Supporter Pads | Pads Hip | Shoulder |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

BOYS' PHYSICAL EDUCATION
EQUIPMENT CARD

| EQUIPMENT RECORD CARD TO BE RETURNED TODAY | | | | | |
|---|-----------------------|---------|-------------------|--------|--------------------|
| Name | | Teacher | | Period | |
| No. | Article | No. | Article | No. | Article |
| | Archery, Arm Guard | | Handball | | Sponge Ball |
| | Archery, Arrow | | Hockey Ball | | Tape Measure |
| | Archery, Bow | | Hockey Sticks | | Table Tennis Net |
| | Archery, Glove | | Jacks - Ball | | Tennis Ball |
| | Badminton Racket | | Jump Rope | | Tether Ball |
| | Badminton Shuttlecock | | Marbles | | Timer (Stop Watch) |
| | Basketball | | Pick-up Sticks | | Whistle |
| | Bean Bag | | Ping Pong Ball | | |
| | Checkerboard | | Ping Pong Paddle | | |
| | Checker Men | | Playground Ball | | |
| | Chest Protector | | 10" 16" | | |
| | Chinese Checkers | | Quoits | | |
| | Clip Board | | Softball | | |
| | Darts | | Softball Bat | | |
| | Deck Tennis Rings | | Shin Guards | | |
| | Dominoes | | Shuffleboard Cue | | |
| | Eye-glasses Guard | | Shuffleboard Disc | | |
| | Goal Guards | | Shuttlecock | | |
| | Golf Ball | | Shuttle Loop | | |
| | Golf Club | | Soccer Ball | | |

EQUIPMENT ISSUE

Date.....

I have
accepted school property
..... (write in article and its number)

and agree to return it clean and in good condition or pay for said uniform.

Signed

H. R. #

Home Phone #

Home Address.....

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Re: Lost Property Report

Student owner _____ H.R. _____ R _____ S _____

Date of loss _____ Time _____ Period _____

List missing articles:

Description of known details:

Instructor's follow-up:

(Signed) _____

(Use reverse side if additional space is necessary.)

EQUIPMENT CHECKOUT RECORD

Player _____ Home Room _____

Address _____ Phone _____

Class _____ Height _____ Weight _____ Age _____

Parents Waiver _____ Examination _____ Insurance _____

 Football Cross Country Basketball Swimming Wrestling

 Baseball Track Tennis Golf

| | <u>Out</u> | <u>In</u> | <u>Game Equipment</u> | <u>Out</u> | <u>In</u> |
|-----------------|------------|-----------|---------------------------|------------|-----------|
| Blocking pads | | | White jersey | | |
| Shoulder pads | | | Maroon jersey | | |
| Hip pads | | | White pants | | |
| Thigh pads | | | Maroon pants | | |
| Knee pads | | | Warm-up pants | | |
| Helmet | | | Warm-up jacket | | |
| Shoes | | | Stockings | | |
| Practice pants | | | | | |
| Practice jersey | | | | | |

I hereby certify that I have received the above-listed athletic equipment and will return same not later than the day following the last game of the season for the sport checked.

Signature _____

BOYS' PHYSICAL EDUCATION DEPARTMENT

Equipment Inspection

Please write on this sheet the names of boys not wearing clean gym clothing. Also give the advisers' names. Thank you.

Inspection may involve any day with special emphasis on each MONDAY. The instructor should place his initials following the date of each recording.

[illegible]

*Borrowed equipment with or without owner's consent should always be followed up with a discipline note.

EQUIPMENT INVENTORY

Sport _____

Date _____

| | Reconditioned | Stored | Total | Remarks |
|-------------------------|---------------|--------|-------|---------|
| <u>Uniforms</u> | | | | |
| <u>Varsity jerseys</u> | | | | |
| Green | | | | |
| White | | | | |
| <u>J.V. jerseys</u> | | | | |
| Green | | | | |
| White | | | | |
| <u>Varsity pants</u> | | | | |
| <u>J.V. pants</u> | | | | |
| <u>Shoes</u> | | | | |
| <u>Hip pads</u> | | | | |
| <u>Shoulder pads</u> | | | | |
| <u>Rib pads</u> | | | | |
| <u>Thigh guards</u> | | | | |
| <u>Knee pads</u> | | | | |
| <u>Belts</u> | | | | |
| <u>Helmets or caps</u> | | | | |
| <u>Practice pants</u> | | | | |
| <u>Practice jerseys</u> | | | | |
| <u>Scrimmage vests</u> | | | | |
| <u>Sliding pads</u> | | | | |
| <u>Over socks</u> | | | | |
| <u>Under socks</u> | | | | |

EquipmentBalls

| | | | | |
|------|--|--|--|--|
| New | | | | |
| Used | | | | |

Bats

| | | | | |
|------|--|--|--|--|
| New | | | | |
| Used | | | | |

Bases

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Dummies

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Nets

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Masks

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Protectors

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Leg guards

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Mits

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Watches

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Score cards

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Shot puts

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Discus

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Starting blocks

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Hurdles

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Rings

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Poles

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Cross bars

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Batons

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Stands

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Signed _____

BASKETBALL

Name _____ Address _____

Homeroom _____ Date _____ Phone _____

Medical _____ Permission _____ Insurance _____

Height _____ Weight _____ Age _____

Deposit received _____ Deposit returned _____

Equipment IssuedEquipment Returned

1. Game shirt

White _____

Purple _____

2. Game pants

White _____

Purple _____

3. Warm-up jacket _____

4. Warm-up pants _____

5. Reversible "T" shirt _____

6. Sneakers _____

7. Knee pads _____

8. Other _____

Signature _____

Remarks:

Dear Mr. and Mrs.

_____, who is in my _____ period class in physical education, has not:

- _____ Bought her padlock and had her locker assigned
- _____ Bought or presented her complete equipment-- regulation suit, tennis shoes, and sweatshirt
- _____ Marked all her equipment with her first initial and last name (Markings should be embroidered above the pocket on the gym suit and in a similar place on the sweatshirt; name tapes are acceptable.)

Our equipment for physical education is as necessary as the textbook for English. Anyone is at a distinct disadvantage without required equipment. I am sure you will do all that you can to see that your daughter's deficiencies as indicated above are corrected at once.

Please feel free to call me about this or any other matter.

Sincerely,

Instructor, Girls' Health and
Physical Education Department

Miscellaneous physical education forms

The following forms and records have been selected from the authors' files. School systems across the country which developed these forms are to be commended for their work.

Athletic Permit

Name of Student

PARENTS' WAIVER

To Whom It May Concern:

This is to certify that my son/daughter.....
(please write his/her name) has my permission to train for and participate in Athletic Honor Team Games / Tigerettes / Cheerleaders (underline particular activity) at White Plains High School. I assume for myself full responsibility should any accident occur to him/her either in training for such activity or in game performances, or in traveling to and from various schools where this activity is carried on.

Signature Parent

Date19.....

Pupil's Name..... Gr.....

Permission is hereby given to to
participate in the After-School Play Program for the
Pupil's Name

..... season. I understand (he) (she) will
Fall, Winter, Spring

participate in on of each
Activity Days

week from about to
Hour Hour

Date

Parent or Guardian

Enrollment in this program is voluntary. However, once enrolled regular attendance is expected unless prevented for reasons of health or family plans. The pupil is expected to notify the activity supervisor of the reason for each absence. Details of each season's program are given each pupil to take home in September of each year. Another copy will gladly be sent on request.

DEPARTMENT OF PHYSICAL EDUCATION

Date _____ 19__

I am willing to have my son/daughter participate in the afterschool activities carried on by the Department of Physical Education. I hereby give my consent for _____, a pupil in the _____ School, to play _____ during the season of 19___. I shall not hold the Board of Education nor any of its employees responsible for the payment of any bills incurred because of accident or injuries to my son/daughter due to athletics or traveling to and from games or practice periods.

Signature of Parent or Guardian

PHYSICIAN'S STATEMENT

I have examined _____ and believe that he is in condition to participate in any of the following sports.

| | | | |
|-----------------|-------------|-----------|-----------------|
| Football | Baseball | Swimming | Obstacle racing |
| Soccer | Ice hockey | Tennis | Heavy apparatus |
| Basketball | Handball | Golf | Giant ball |
| Track and field | Volley ball | Badminton | Field hockey |
| Cross country | Canoeing | Tumbling | Speed ball |

Signature _____ M.D.

Date _____

SAMPLE RECOGNITION LETTERS

My dear Mike,

Physical Education has come pretty hard for you, Mike, but you've always been willing to tangle with it in a good try. Never have you sacrificed your fine sense of the neat and the appropriate to the false standards of haste or carelessness.

Your class and home room spirit has been fine too, Mike, and I want you to know that I appreciate it.

Yours sincerely,

Dear John:

I wish to commend you for your splendid work and fine cooperation. You have helped greatly in making our year successful.

It has been a real pleasure to work with you as a member of the intramural basketball team.

Sincerely yours,

Dear Bob:

It is a pleasure to send you this letter in recognition of the fine effort you have put forth in a subject which you have found very difficult.

May you always attack new problems with as much determination and may you become more and more successful in your physical education.

Sincerely yours,

G. A. A.

_____ has earned membership in the Girls' Athletic Association of
_____ High School until _____

_____ President

_____ Secretary

She now has _____ points toward _____

Certificate of Award

TO

OF

for Meritorious participation in

SEASON _____

PRINCIPAL _____

DIRECTOR _____

BASIS FOR THE EVALUATION OF TEACHING SERVICES

- I. Teacher-Pupil Relationships (A teacher who works well with pupils)
 1. Shows respect for the personal worth of each pupil
 2. Seeks to understand pupil behavior before making evaluative judgments
 3. Is sympathetic, kind, patient--yet firm
 4. Respects confidences
 5. Respects the individual differences in children and provides learning situations in his classroom to meet these differences
 6. Gains the acceptance and respect of pupils
- II. Evidence of Instructional Skill (A teacher who is effective in his teaching)
 1. Is competent in the subjects he teaches
 2. Uses a variety of materials and teaching techniques
 3. Stimulates pupils to think critically
 4. Adapts instructional methods and materials to the abilities and interests of individual pupils
 5. Develops and uses effective techniques of evaluation
 6. Makes extent and purpose of assignments clear
 7. Maintains an attractive and stimulating classroom environment
- III. Evidence of Classroom Control and Management (A teacher who controls and manages his class successfully)
 1. Provides a well-controlled democratic environment
 2. Enters into pupils' activities without dominating them
 3. Encourages children to work to capacity without undue tension
 4. Exercises care for the safety and health of pupils
 5. Shows ability to organize
 6. Is able to handle behavior problems without emotional upsets or emotional extremes
- IV. Teacher-Staff Relationships (A teacher who works well with his associates)
 1. Promotes good will among individuals and groups
 2. Serves on committees and participates in other group projects
 3. Carries his share of school responsibilities willingly and cheerfully; readily responds when called upon to assume extra responsibilities
 4. Is alert to ways in which he can improve conditions in the school and helps others cheerfully
 5. Goes through regular "channels" on matters affecting the welfare of associates or of the institution
 6. Gains the respect of his associates
 7. Is prompt and accurate with reports

(cont'd)

BASIS FOR EVALUATION OF TEACHING SERVICES (cont'd)

V. Services Other Than Classroom Instruction (A teacher who serves outside of the classroom)

1. Shows interest and takes an active part in the promotion of student activities
2. Sponsors student clubs and other extracurricular organizations and activities
3. Accepts responsibility for the guidance of students within his sphere of competence
4. Accepts his share of such assigned duties as yard or cafeteria supervision, etc., and carries out these responsibilities conscientiously
5. Invites parent conferences; conducts them in a courteous and helpful manner
6. Shows interest in community activities
7. Interprets constructively the objectives of the school system to the community at large

VI. Personal Characteristics (A teacher who possesses the personal qualities desired in teachers)

1. Is careful of appearance--posture, grooming, dress
2. Speaks in a well-modulated voice
3. Is physically fit, appears healthy and energetic
4. Possesses a good sense of humor
5. Is free from excessive worry, fear, moods, and false conceit
6. Shows mature control in handling emergencies
7. Is interested and enthusiastic about his work

VII. Evidence of Sound Professional Attitude and Desire to Strengthen Abilities (A Teacher who shows evidence of professional growth)

1. Endeavors to improve in his classroom methods and techniques
2. Avails himself of the opportunities offered to improve by joining professional organizations, attending workshops, summer school, professional meetings, and conferences; keeps abreast of the professional literature
3. Is willing to experiment with new ideas
4. Respects the ethics of the profession
5. Seeks assistance from principal and supervisor when needed

Physical education check list

THE STATE EDUCATION DEPARTMENT DIVISION OF HEALTH AND PHYSICAL EDUCATION

CHECK LIST FOR PHYSICAL EDUCATION

Education assumes a responsibility to pass on our cultural and social inheritance and to equip children and youth physically, mentally and emotionally for living in a changing world. This process involves (1) recognition of the needs of the individual in terms of the principles of pupil growth and development, (2) organization and administration of the curriculum for most effective use in the realization of its purposes as established by these needs and (3) continuous evaluation of the program to insure systematic progress toward the realization of the objectives of physical education and the purposes of education.

Physical education recognizes this concept of education and has a unique contribution to make in meeting these needs for the self-realization of the individual through the activities in its program. The beneficial effects of exercise and activity, however, are produced only when activities of the right type and amount are provided under qualified personnel. The methods and techniques used in the conduct of these activities need to be such that not only are these physical and organic needs met but opportunity is provided for growth in the development of social behaviors, habits, attitudes, emotional stability.

In order for individuals to function as contributing members of a democracy it is essential that they learn self-discipline in relation to the group through the development of those qualities which are essential to democratic living such as cooperation, leadership, fellowship, good sportsmanship etc. It is also essential that they develop (1) strength to be ready for tasks encountered in everyday routine and in emergencies, (2) stamina to continue necessary tasks without undue fatigue, and energy to participate in recreation activities after a day's work, (3) cardio-respiratory endurance for sustained effort in activities involving motion of the entire body, (4) agility to be able to make wide ranges of movement easily, (5) speed to be able to move rapidly when personal safety demands it, (6) control to coordinate body movement skilfully, (7) knowledge and skill in a wide variety of recreational activities to insure continued participation.

The check list has been prepared to help school officials and interested citizens' groups to judge their physical education programs in terms of the basic elements needed to reach the objectives stated above and to stimulate planning in terms of pupil needs and local conditions. It should enable communities to identify the strength and weaknesses of their physical education programs and to direct attention to areas needing further study and action for improvement. The check list is designed for such self-appraisal use. It is not for a report to the Department.

These elements are grouped under eight main headings:

| | |
|--------------------|-----------------------|
| Program activities | Personnel |
| Program planning | Facilities |
| Evaluating | Safety and sanitation |
| Scheduling | Budget |

(From New York State Department of Education, Division of Health, Physical Education, and Recreation.)

I The program provides a broad variety of activities to serve all pupils.

- 1 Informal activities such as singing games, simple circle games, creative activities (games of invitation and imagination) and games of hunting, fleeing and chasing type. Yes ☐ No ☐
- 2 Games of simple organization such as kickball, dodgeball, relays etc. Yes ☐ No ☐
- 3 Team games, such as basketball, volleyball, softball, soccer etc. Yes ☐ No ☐
- 4 Individual and dual games, such as badminton, tennis, horseshoes etc. Yes ☐ No ☐
- 5 Gymnastics, such as stunts, tumbling, apparatus. Yes ☐ No ☐
- 6 Rhythms and dancing, such as folk, square, social. Yes ☐ No ☐
- 7 Winter sports, such as skating, skiing, snowshoeing. Yes ☐ No ☐
- 8 Body mechanics and correctives. Yes ☐ No ☐
- 9 Swimming and water safety. Yes ☐ No ☐
- 10 Extraclass, interschool and intramural activities (boys and girls)
 - a An organized extraclass program is provided for pupils in upper elementary grades. Yes ☐ No ☐
 - b All athletic activities are an integral part of the physical education program. Yes ☐ No ☐
 - c The intramural program is well organized and attractive to the extent that most of the pupils willingly participate. Yes ☐ No ☐
 - d Girls' interschool activities are limited to sports days, invitation games and other invitation activities. Yes ☐ No ☐ Girls' rules are used in the conduct of these activities. Yes ☐ No ☐
 - e Interschool activities for boys below the seventh grade are limited to sports days and invitation games. Yes ☐ No ☐

II The program is planned in terms of community needs and of the growth and development needs of pupils

- 1 The purposes of education and objectives of physical education are used to guide planning. Yes ☐ No ☐
- 2 The activities are introduced at the appropriate grade and growth level. Yes ☐ No ☐
- 3 There is a written master plan which provides for progression and continuity in the instruction. Yes ☐ No ☐
- 4 Planning for the program is shared by administrator and staff. Yes ☐ No ☐ By staff and pupils. Yes ☐ No ☐ With citizens' groups. Yes ☐ No ☐

III Provision is made for evaluating the program by determining the growth and progress of pupils.

- 1 Records of pupil status and progress are maintained with reference to the following:
 - a Physical fitness. Yes ☐ No ☐
 - b Knowledge and skill in activities. Yes ☐ No ☐
 - c Social growth and group relationships. Yes ☐ No ☐
- 2 Appropriate evaluative methods are used to determine pupil progress in the above-mentioned items.
 - a Recognized standards. Yes ☐ No ☐
 - b Teacher-made tests or measures. Yes ☐ No ☐
 - c Anecdotal report. Yes ☐ No ☐ Teacher observation. Yes ☐ No ☐

IV The school schedule provides for the following:

- 1 A daily period of physical education instruction for each pupil. Yes ☐ No ☐
- 2 Pupils grouped for such instruction according to their grade or growth level. Yes ☐ No ☐

- 3 Classes of uniform size. Yes No Small enough to provide good working groups (a maximum of 40 pupils is recommended). Yes No
- 4 Additional classes for those who need remedial (corrective) work. Yes No
- 5 Restricted program for pupils physically unable to participate in regular program of activities. Yes No
- 6 Equitable scheduling of facilities between boys and girls for both class and extraclass activities. Yes No

V Qualified personnel is provided to conduct a well-rounded program.

- 1 Sufficient personnel is provided to meet the class instruction and laboratory requirements in accordance with the needs of pupils as outlined in the Regulations of the Commissioner. (A physical education teacher for each 240 elementary or 190 secondary pupils is recommended.) Elementary: Yes No Secondary: Yes No
- 2 A qualified director (where there are five or more on the staff) or a department head (four or less on staff) is available to provide necessary administrative and supervisory services. Yes No
- 3 Continuous professional growth of staff is provided for through:
- a Regular staff conferences. Yes No
 - b Attending general faculty meetings. Yes No
 - c Attending local, zone and state meetings and workshops. Yes No
 - d Recent graduate study in physical education and related fields. Yes No
 - e A well-equipped professional library. Yes No
 - f Professional visits to observe programs in other schools. Yes No
- 4 Girls' program is conducted by a woman teacher. Yes No
- 5 Additional faculty assistance is provided for intramural program.
Girls: Yes No Boys: Yes No
- For interschool program.
Girls: Yes No Boys: Yes No

VI The physical education and recreation facilities permit a well-rounded program for all pupils.

- 1 Teaching station indoors for every 240 pupils enrolled. Yes No
- 2 Sufficient dressing space for largest class. Yes No
- 3 Dressing locker for each pupil in largest class. Yes No
- 4 A gymnasium storage locker for every pupil enrolled above the 4th grade. Yes No
- 5 At least one shower head for every five pupils in the largest class. Yes No
- 6 A well-drained, suitably located body-drying area. Yes No
- 7 Storage space for apparatus. Yes No Equipment and supplies. Yes No
- 8 Suitable office space for each physical education teacher. Yes No
- 9 A swimming pool. Yes No
- 10 Remedial (corrective) room. Yes No
- 11 All-weather paved area adjoining building for primary grades' use. Yes No
- 12 Separate apparatus and play area for smaller children. Yes No
- 13 Separate playing fields for Intermediate grades. Yes No Secondary girls. Yes No Secondary boys (class and intramurals). Yes No Interschool sports. Yes No
- 14 Court area for tennis. Yes No Badminton. Yes No Volleyball. Yes No

15 Area for archery. Yes No Horseshoe pitching. Yes No Golf instruction.
Yes No

16 Shed or other building for the storage of outdoor equipment. Yes No

17 The elementary school is planned to function as a neighborhood center and the high school as a community center. Yes No This planning is shared with citizens' groups. Yes No ...
Park officials. Yes No Planning officials. Yes No

VII Provisions are made for healthful and safe conduct of physical education activities.

1 A thorough annual medical examination is provided for all pupils. Yes No

2 All candidates for interschool teams are given a special examination at the beginning of each sport season.
Yes No

3 Subsequent examinations within each sport season are given when needed. Yes No

4 All participants in the more vigorous sports are provided with adequate protective equipment. Yes ...
No

5 There is a regular safety check on all equipment and apparatus. Yes No

6 Gymnasium floor is kept clear of apparatus and equipment when not in use. Yes No ...

7 Good care, proper use and orderly storage of equipment are provided. Yes No

8 Fields are properly maintained for maximum and safe use. Yes No

9 Clean and sanitary conditions prevail in all areas. Yes No

10 An appropriate towel service is provided. Yes No

11 Protection Plan or other accident insurance coverage is provided for the physical education classes. Yes
No Interschool teams. Yes No Intramural groups. Yes No

VIII The physical education budget is adequate and there is an equitable distribution of funds between the different activities of the program.

1 The annual budget request for physical education is prepared on the basis of a careful inventory and the complete needs of the program to be provided for the school year. Yes No

2 Essential equipment is available for physical education. Yes No If not, the purchase of needed items is planned for. Yes No Available instructional supplies are satisfactory in quantity to permit maximum and simultaneous pupil participation in any one activity. Yes No The supplies provided permit instruction in a broad variety of activities. Yes No

3 Sufficient funds have been allocated for travel, protective equipment and other necessary expense in connection with: Boys' interschool activities. Yes No Boys' intramural activities. Yes
No Girls' invitation games. Yes No Girls' intramural activities. Yes
No

4 Funds are provided for attendance at professional meetings and conferences by staff members. Yes
No

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